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ABSTRACT

This handbook for Oklahoma school administrators incorporates vital information about school operations and improvement in one volume. It provides detailed information on the following areas: contracts and their due dates; the progress of House Bill 1017; accreditation; federal/special, financial, and professional services; school improvement; and other state programs. Sections contain lists of contact sources and available resources and outline procedures, requirements, and regulations where relevant. A topic index and five figures are included. (LMI)

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School Improvement Handbook

**An Oklahoma Administrator's Guide
to Reform in the 90s**



Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education
July 1993

REPRINT

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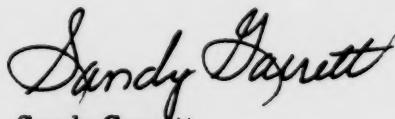
Introduction

We are pleased to present you a copy of *School Improvement Handbook: An Oklahoma Administrator's Guide to Reform in the 90s*. The topics included in this book are intended to answer the questions you have and have not asked and even those that may not have occurred to you. We will add other topics from time to time as well as make needed updates.

This handbook is designed to incorporate vital information about school operations and improvement in one volume. In this era of rapid change, administrators are confronted with new rules, new regulations, ever-evolving laws, and a myriad of programs, policies and plans. Until now, the material was available in a variety of documents, but was never cross-referenced for easy access. This handbook seeks to bring a broad spectrum of information together under a single cover for your convenience.

Because so many federal and state laws and regulations govern the operations of a modern public school, there is no way to present the complete range of applicable rules and procedures even in a book such as this one. Because of this, each topic includes citations referring to the complete laws, regulations and other documents from which it is drawn. Each page also includes the name and telephone number of the appropriate State Department of Education section or other authority to help you learn more about the topic.

Local school administrators hold the key to successful school reform. It is our goal that this handbook will help you do your job more efficiently and effectively, and support your efforts as we work together to make Oklahoma's schools "First by the 21st."



Sandy Garrett
State Superintendent

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Titles of reports under each subject heading are grouped by general topic. For example, child nutrition program titles are together, special education program titles are together, etc. For your convenience, an index is provided at the end of this handbook with the various topics, report titles and common terms in alphabetical order.

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Educational Contacts

July 1993

(405) Area Code Unless Otherwise Noted

- Abused Children - Child Guidance Service, 271-4477, or Statewide Abuse Hotline, (800) 522-3511
- Academic All Staters - Polly Nichols, Oklahoma Foundation for Excellence, 621 N. Robinson, Suite 350, Oklahoma City, OK 73102, 236-0006
- Academic Bowl - Gail Bliss, Oklahoma Association for Academic Competition, Carnegie, OK, 654-1802
- Academic Scholars - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Academy for State Goals - Julie Conatser, Academy for State Goals, 232-5828 or Ramona Paul, Professional Services, SDE, 521-4311
- Accountability - Tom White, Office of Accountability, SDE, 521-2578
- Accreditation/Standards - Phil Sellars, Accreditation, SDE, 521-3333
- ACT Test - Zoe Leimgruebler, Student Assessment, SDE, 521-3341 or J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Administrative Focus* - Jon Dahlander, 521-6075 or Wendy Pratt, Communications, SDE, 521-3331
- Administrators Contracts (school) - Peggy Wilson, School Personnel Records, SDE, 521-3369
- Administrators Reading Award (ORA) - Paula Bailey, Reading/Literacy, SDE, 521-3343
- Administrators Training/Evaluation - Ramona Paul, Professional Services, SDE, 521-4311
- Adult High School Diploma - Phil Sellars, Accreditation, SDE, 521-3333
- Advanced Funding - Tom Pickens, State Aid, SDE, 521-3460
- Advanced Placement Program - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Aerospace Foundations - Freda Deskin, The University of Oklahoma, Norman, 325-1635
- Aerospace Programs - Nancy Brock, School Improvement, SDE, 521-3361
- Agriculture in the Classroom - Nancy Brock, School Improvement, SDE, 521-3361
- AHERA (Asbestos Hazard Emergency Response Act) - Dwight Bruss, Capital Improvement, SDE, 521-3812
- AIDS Prevention Education - Jacque Reynolds, Comprehensive Health, SDE, 521-6645
- Alternative Certification - Paul Simon, Teacher Education, SDE, 521-4908
- Alternative and High Challenge Education Programs - Lealon Taylor, Education Reform, SDE, 521-4517
- America 2000 (Goals 2000) - Cindy Brown, Gifted and Talented, SDE, 521-4287
- Americans with Disabilities Act - Office of Handicapped Concerns, 521-3756
- Anna Bland Memorial Scholars.ip - Valeria Littlecreek, Indian Education, SDE, 521-3311
- Annexation - Ed Winn, Financial Services, SDE, 521-3467
- Annual Report - Debbie Eastland, Documents, SDE, 521-2293 or Jon Dahlander, Communications, SDE, 521-6075
- Artists in Schools - Paulette Black, Arts In Education, SDE, 521-3034
- Arts in Education - Paulette Black, Arts In Education, SDE, 521-3034

- Asbestos Removal - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Association of School Business Officials - Don Shive, Financial Services, SDE, 521-3371 or Leroy Holloway, (918) 689-3488
- At-Risk Youth - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Attendance/Membership Audits - Bill Butler, Auditing, SDE, 521-3471
- Bicycle Safety Task Force - Tom Pickens, State Aid, SDE, 521-3460
- Bilingual Education Multifunctional Resource Center (BEMRC) - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
- Bilingual Programs - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
- Blue Ribbon Schools Recognition Program - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Board Members Workshop (local boards) - Linda Ruhman, Entry Year/ Continuing Education, SDE, 521-4527
- Board of Private Vocational Schools - Randy McLerran, Capital Improvement, SDE, 521-3472
- Boys State, Leroy Crozier, Oklahoma Boys State, 352-4265, 341-2980 or 521-5530
- Burn Prevention Education - Roberta Wilson, Children's Memorial Hospital, 271-4733 or Malinda Reddish-Douglas, State Department of Health, 271-3430
- Calendar (education statewide events) - Shirley Pappe, Communications, SDE, 521-6075
- CAMEO, Coalition for Advancement of Math - Stacey Weinand, School Improvement, SDE, 521-3361
- Capital Improvement, Budget and Planning - Dwight Bruss, SDE, 521-3812
- Career Education - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- CEIS - see Education Information Advisory Council (EIAC)
- Celebration of Citizenship - Rita Geiger, School Improvement, SDE, 521-3361
- Century III Leaders Contest - Rita Geiger, School Improvement, SDE, 521-3361
- Certification - see Professional Standards
- Channel 1 - Clairita Goodwin, School Improvement, SDE, 521-3361
- Chapter 1 - Phil Compton, Chapter 1/Migrant, SDE, 521-2846
- Chapter 1 Handicapped - John Corpolongo, Special Education, SDE, 521-4859
- Chapter 1 Information Management Program (CHIMP) - Phil Compton, Chapter 1, SDE, 521-2846
- Chapter 2 - Keith Haley, Chapter 2, SDE, 521-3694
- Chemical Removal, Hazardous (from schools) - Nancy Brock, School Improvement, SDE, 521-3361 or Dwight Bruss, Capital Improvement, SDE, 521-3812
- Child Abuse - Child Guidance Service, 271-4477 or Statewide Abuse Hotline, (800) 522-3511
- Child and Adult Care Food Program - Dee Baker, Child Nutrition, SDE, 521-3327
- Child Care Advisory Committee - Darla Griffin, Special Education, SDE, 521-3351
- Child Care, Training for - Judy Franks-Doebler, School Improvement, SDE, 521-3361
- Child Count (Special Education) - John Corpolongo, Special Education, SDE, 521-4859
- Child Development Associate Advisory Council - Judy Franks-Doebler, School Improvement, SDE, 521-3361
- Child Labor Laws and Work Permits - Norma Flournoy, School Personnel Records, SDE, 521-3369

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- Child Nutrition Programs - Dee Baker, Child Nutrition, SDE, 521-3327
- Choice/Magnet Schools - Ed Winn, Financial Services, SDE, 521-3467
- Christa McAuliffe Fellowship Program - Patsy McCarley, Student Assessment, SDE, 521-3341
- Christians and Jews, National Conference of - Rita Geiger, School Improvement, SDE, 521-3361
- Citizen Bee Program - Rita Geiger, School Improvement, SDE, 521-3361
- Citizenship Education - Rita Geiger, School Improvement, SDE, 521-3361
- Civil Defense - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Civil Rights Compliance - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Class-Size Penalties - Tom Pickens, State Aid, SDE, 521-3460
- Class-Size Reduction - Phil Sellars, Accreditation, SDE, 521-3333
- Closeup Foundation - Rita Geiger, School Improvement, SDE, 521-3361
- College Board - Ramona Paul, Professional Services, SDE, 521-4311
- Collins, Marva - Ramona Paul, Professional Services, SDE, 521-4311
- Commission on Children and Youth - Darla Griffin, Special Education, SDE, 521-3351
- Commission on National and Community Service (grants) - Charles Mohr, 521-4795 or Ramona Paul, Professional Services, SDE, 521-4311
- Commissioners of the Land Office (school land) - Carol Ford, 843-9962
- Common Core of Data (fiscal) - Tom Pickens, State Aid, SDE, 521-3460
- Common Core of Data (non-fiscal) - Dawn Williams, Data/Research, SDE, 521-3354
- Common Schools Capital Needs Assessment Committee - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Community Education - Al Underwood, Lifelong Learning, SDE, 521-3321
- Competency Testing (students) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Competitive Bidding Act - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Competitive Grants (state) - Lealon Taylor, Education Reform, SDE, 521-4516
- Comprehensive Local Education Plan - Clairita Goodwin, School Improvement, SDE, 521-3361, Linda Ruhman, Staff Development, SDE, 521-4527 or Gary McElhaney, Capital Improvement, SDE, 521-3812
- Concurrent Enrollment - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Consolidation, Voluntary - Ed Winn, Financial Services, SDE, 521-3467
- Consumer Education - Rita Geiger, School Improvement, SDE, 521-3361
- Contracts, School Administrators' - Peggy Wilson, School Personnel Records, SDE, 521-3369
- Corporal Punishment - John Corpolongo, Special Education, SDE 521-3351 or Hugh McCrabb, School Improvement, SDE, 521-4891
- Cost Accounting System - Lu Norman, Financial Accounting, SDE, 521-2517
- Council for Advancement of Citizenship - Rita Geiger, School Improvement, SDE, 521-3361
- Council for Educational Facility Planners - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Council for Exceptional Children - Margaret Bergant, Special Education, SDE, 521-4876

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Council for Services to Children and Youth, Planning and Coordinating - Margaret Bergant, Special Education, SDE, 521-4876, J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549, Cindy Brown, Gifted and Talented, SDE, 521-4287

County Superintendents' Annual Reports - Phil Sellars, Accreditation, SDE, 521-3333

Credit By Exam (proficiency based promotion) - Cindy Brown, Gifted and Talented, SDE, 521-4287

Criterion-Reference Test (CRT) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341

Critical Thinking Skills - Cindy Brown, Gifted and Talented, SDE, 521-4287

Cultural Understanding - Rita Geiger, School Improvement, SDE, 521-3361, Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841 or Valeria Littlecreek, Indian Education, SDE, 521-3311

Curriculum Standards - Clairita Goodwin, School Improvement, SDE, 521-3361

Custodian of the Year Award - Dwight Bruss, Capital Improvement, SDE, 521-3812

D.E.A.R. (Drop Everything and Read) - Paula Bailey, Reading, Literacy, SDE, 521-3343 or Bettie Estes-Rickner, Library Media/TTV, SDE, 521-2956

Department of Defense, Office of Dependent Schools - (703) 545-6700

Deregulation - Phil Sellars, Accreditation, SDE, 521-3333

Desegregation Assistance Center - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841

Developmentally Appropriate Practices for Teachers and Parents - Judy Franks-Doebler, Pat Curtis, or Dee Dee Mundell, School Improvement, SDE, 521-3361

Diffusion Network - Oklahoma Facilitator Center, Debbie Murphy, (918) 225-1882

Disaster Assistance Program - Dwight Bruss, Capital Improvement, SDE, 521-3812

Discipline - Phil Sellars, Accreditation, SDE, 521-3333

Displaced Homemakers Program - Lou Ann Hargrave, State Department of Vocational and Technical Education, Stillwater, 743-5128

Documents Dissemination - Debbie Eastland, Documents, SDE, 521-2293

Don't Lay That Trash on Oklahoma - Mike Brake, Communications, SDE, 521-3331

Driver Education - Tom Pickens, State Aid, SDE, 521-3460

Dropout Report - Tom White, Office of Accountability, SDE, 521-2578

Dropout Statistics - Tom White, Office of Accountability, SDE, 521-2578

Drug Policy Board - Dan Reich, Comprehensive Health, SDE, 521-4507

Drug-Free Schools and Communities Act - Dan Reich, Comprehensive Health, SDE, 521-4507

Due Process Hearings (Special Education) - John Corpolongo, Special Education, SDE, 521-3351

Due Process Hearings (teachers) - Garrelene Jurko, State Board, SDE, 521-3308

Duke Talent Search - Cindy Brown, Gifted and Talented, SDE, 521-4287

Early Childhood Family Education - Judy Franks-Doebler, School Improvement, SDE, 521-3361

Early Intervention Program (SoonerStart) - Cathy Perri, Special Education, SDE, 521-4880

Earthquake Education - Nancy Brock, School Improvement, SDE, 521-3361

ECHO Project (Enriching Children's Hearing Opportunities) - Cathy Perri, Special Education, SDE, 521-4880

- Ecology Education - Nancy Brock, School Improvement, SDE, 521-3361
- Economic Education - Rita Geiger, School Improvement, SDE, 521-3361
- Education/Business Council - Jon Dahlander or Shirley Pappe, Communications, SDE, 521-6075
- Education & Business Council of Oklahoma State Chamber of Commerce - Sandy Garrett, State Superintendent, SDE, 521-3301
- Education Calendar - Shirley Pappe, Communications, SDE, 521-6075
- Education of the Handicapped Act (EHA, Special Education) - John Corpolongo, Special Education, SDE, 521-4874
- Education of Homeless Children and Youth - Keith Haley, Chapter 2, SDE, 521-3694
- Education Indicators Program - Tom White, Office of Accountability, SDE, 521-2578
- Education Information Advisory Council (EIAC, formerly CEIS) a research task force of the Council of Chief State School Officers - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Education Information Centers, State Advisory Task Force for Development of - Jon Dahlander, Communications, SDE, 521-6075
- Education Oversight Board - Tom White, Office of Accountability, SDE, 521-2578
- Education Reform Tracking - Lealon Taylor, Education Reform, SDE, 521-4516
- Educational Directory - Debbie Eastland, Documents, SDE, 521-2293 or Wendy Pratt, Communications, SDE, 521-3331
- Educational Professional Standards Board (EPSB) - Paul Simon, Teacher Education, SDE, 521-4908
- Educational Technology - John Curran, Instructional Technology, SDE, 521-3994
- Educators Hall of Fame - Shirley Pappe, SDE, Communications 521-6075, Sharon Lease, Western Heights, 745-6300 or Harriet Kuykendall, Broken Arrow, (918) 355-1556
- Effective Schooling - Clairita Goodwin, School Improvement, SDE, 521-3361
- Eisenhower Grants (Title II) - Keith Haley, Chapter 2, SDE, 521-3694
- Electronic Fund Transfer Forms - Tom Pickens, State Aid, SDE, 521-3460
- Elementary Safety Education - Tom Pickens, State Aid, SDE, 521-3460
- Emergency Immigrant Education Program - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
- Employment of the Handicapped (school age) - John Corpolongo, Special Education, SDE, 521-3351
- Employment, Public Schools - Oklahoma Employment Securities Commission, 557-7100 or contact local state employment office
- Encyclo-Media - Bettie Estes-Rickner, Library Media/TTV, SDE, 521-2956
- Energy (school buildings) - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Energy Education - Nancy Brock, School Improvement, SDE, 521-3361
- Energy Emergency Task Force - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Entry-Year - Linda Ruhman, SDE, Entry-Year/Continuing Education, 521-3607
- Environmental Education - Nancy Brock, School Improvement, SDE, 521-3361 or Brenda Weiser, Conservation Commission, 521-2384
- Environmental Health Services - State Health Department, 271-7363

Evaluation Assistance Center (EAC-West) - Frank Raia, Office of Accountability, SDE, 521-2578
Even Start Program - Phil Compton or Lawana Kunze, Chapter 1/Migrant, SDE, 521-2846
Extended School Year - Phil Sellars, Accreditation, SDE, 521-3333
Extended School Year (Special Education) - John Corpolongo, Special Education, SDE, 521-3351
Facility Inventory - Dwight Bruss, Capital Improvement, SDE, 521-3812
Fact-Finders and Teacher Negotiations, Kay Harley, Legal Services, SDE, 521-4889
Family Educational Rights and Privacy Act - Randel Brown, Special Education, SDE, 521-3351
Federal Grants - Sid Hudson, Federal/Special & Collaborative Services, SDE, 521-4904
Fiber Optic Network, Statewide - John Curran, Instructional Technology, SDE, 521-3994, Carol Casey, Library Media, SDE, 521-2956 or Dwight Bruss, Capital Improvement, SDE, 521-3812
Financial Services - Don Shive, Financial Services, SDE, 521-3371
Finger Printing Forms, (OSBI, FBI, State Investigations) - Cindy Marose, Professional Standards, SDE, 521-3337
First-year Superintendency in Oklahoma Seminar - Ramona Paul, Professional Services, SDE, 521-4795
FitnessGram - Velinda Baker, Comprehensive Health, SDE, 521-2106
Floodplain Management Standards for State Properties - Dwight Bruss, Capital Improvement, SDE, 521-3812
Follow Through - Judy Franks-Doebler, School Improvement, SDE, 521-3361
Foreign Exchange Students - Marsha Poe, School Improvement, SDE, 521-4891
Foreign and Native Languages - Angella Seesaran, School Improvement, SDE, 521-3361 or Valeria Littlecreek, Indian Education, SDE, 521-3311
Foundations, Public School - Nancy Grigsby, The University of Oklahoma, (918) 335-2707
Four-Year Capital Improvement Plan - Dwight Bruss, Capital Improvement, SDE, 521-3812
Four-Year School Improvement Plan - Clairita Goodwin, School Improvement, SDE, 521-3361
Four-Year Staff Development Plan - Linda Ruhman, Staff Development, SDE, 521-4527
Fulbright Scholarship (overseas teaching) - Ramona Paul, Professional Services, SDE, 521-4311
GED - Al Underwood, Lifelong Learning, SDE, 521-3321
Gender Equity - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
GEPA (General Education Provisions Act 406A) (Annual Report of Federal Funds to Schools) - Harriot LaGrone, Data/Research, SDE, 521-3354
Gifted and Talented Programs - Cindy Brown, Gifted and Talented, SDE, 521-4287
Girls State, Oklahoma - Ramona Paul, SDE, Professional Services, 521-4311, Betty McElderry, 527-3563 or Helen Von Feldt, Oklahoma Girls State, 848-6009
Goals 2000 - see America 2000
Governor's Advisory Council on Asian American Affairs - Angella Seesaran, School Improvement, SDE, 521-3361
Governor's Advisory Council on Homelessness - Keith Haley, Chapter 2, SDE, 521-3694
Governor's Advisory Council on Latin American and Hispanic Affairs - Angella Seesaran, School Improvement, SDE, 521-3361

- Governor's Aerospace/Aviation Task Force - Nancy Brock, School Improvement, SDE, 521-3361
- Governor's Office Liaison - Sandy Garrett, Secretary of Education, or Doris Simms, 521-3301
- Graduation Test - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Grants (federal) - Sid Hudson, Federal/Special & Collaborative Services, SDE, 521-4873
- Grants (state) - Lealon Taylor, Education Reform, SDE, 521-4516
- "Growth Initiatives for Teachers" Program - Nancy Brock, School Improvement, SDE, 521-3361
- Hall of Fame, Educators - Shirley Pappe, Communications, SDE, 521-6075, Sharon Lease, Western Heights, 745-6300 or Harriet Kuykendall, Broken Arrow, (918) 355-1556
- Hazardous Chemicals Removal Program (from schools) - Nancy Brock, School Improvement, SDE, 521-3361 or Dwight Bruss, Capital Improvement, SDE, 521-3812
- Hazardous Communications Standards - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Head Start - Community Action Program (OKC), Carolyn Shaw, 232-0199
- Health/Safety and Physical Education - Dan Reich, Comprehensive Health, SDE, 521-4507
- High Challenge Schools - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Higher Learning Access Program - Ruby Nichols, Teacher Minority Recruitment, SDE, 521-4218 or Bryce Fair, State Regents for Higher Education, 524-9153
- Home Schooling - Phil Sellars, Accreditation, SDE, 521-3333
- Homebound Students (Special Education) - Erlene Belling, SDE, 521-3351
- Homeless Assistance Act—Education of Homeless Children and Youth - Keith Haley, Chapter 2, SDE, 521-3694
- Honor Society - Phil Sellars, Accreditation, SDE, 521-3333
- House Bill 1017 - Jon Dahlander, Communications, SDE, 521-6075 or Lealon Taylor, Education Reform, SDE, 521-4516
- Hugh O'Brian Youth Foundation (HOBY) - Rita Geiger, School Improvement, SDE, 521-3361
- Human Environmental Science Associates Board (Oklahoma State University) - Ramona Paul, Professional Services, SDE, 521-4311
- Human Relations (race issues) - Van Anderson, Multicultural Equity/Counseling, SDE, 521-2841
- IDEA (Individuals with Disabilities Education Act) - John Copolongo, Special Education, SDE, 521-3351
- Illiteracy - Al Underwood, Lifelong Learning, SDE, 521-3321
- Impact Aid and Pinpoint Disaster - Lu Norman, Financial Accounting, SDE, 521-2517
- Impasse - Kay Harley, Legal Services, SDE, 521-4889
- In Class - Wendy Pratt, 521-3331 or Jon Dahlander, Communications, SDE, 521-6075
- Incentive Pay Plan - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-4527
- Independent Audits - Bill Butler, Auditing, SDE, 521-3471
- Indian Education - Valeria Littlecreek, Indian Education, SDE, 521-3311
- Indicators Reports - Tom White, Office of Accountability, SDE, 521-2578
- Indoor Air Quality - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Inservice Education - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-3607

Instructional Technology - John Curran, Instructional Technology, SDE, 521-3994
Instructional Television Schedules - Bettie Estes-Rickner, Library Media, SDE, 521-2956
Insurance Board, State & Education Employees (for active & retired teachers), 521-3946
Interactive Educational Television - John Curran, Instructional Technology, SDE, 521-3994
Interagency Coordinating Council, Part H, Infants and Toddlers - Cathy Perri, Special Education, SDE, 521-4880
Interagency Coordinating Council for Special Services to Children and Youth - Debbie Delhotal, 521-3351 or Darla Griffin, Special Education, SDE, 521-4868
Interdisciplinary Council on Prevention of Juvenile Sex Offenses - Kay Harley, Legal Services, SDE, 521-4889
Interlocal Cooperative - Howard Potts, Special Projects, SDE, 521-3467
International Council of Tulsa - Rita Geiger, School Improvement, SDE, 521-3361
International Reading Association - Paula Bailey, Reading/Literacy, SDE, 521-3343
Iowa Test of Basic Skills (ITBS/TAP) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
Johnson-O'Malley (JOM) Program - Valeria Littlecreek, Indian Education, SDE, 521-3311
JTPA (Job Training Partnership Act) - Leonard Cokeley, State Department of Vocational and Technical Education, Stillwater, OK, 743-5545
Junior Academy of Sciences, Oklahoma - Nancy Brock, School Improvement, SDE, 521-3361
Junior Achievement - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
Junior Achievement of Greater Tulsa - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
Kindergarten - Phil Sellars, Accreditation, SDE, 521-3333
Kindergarten Screening - Joyce Foutch, RESC, SDE, 521-4155
Kirkpatrick Center (Omniplex programs) - information, 427-5461
"Know Your Constitution" Program - Rita Geiger, School Improvement, SDE, 521-3361 or Paula Fuhrman Cail, Oklahoma Bar Association, 843-2024
Law Book - Debbie Eastland, Documents, SDE, 521-2293 or Kay Harley, Legal Services, SDE, 521-4889
LEAD Project - Ramona Paul, Professional Services, SDE, 521-4311
Lead in Water - Dwight Bruss, Capital Improvement, SDE, 521-3812
Leadership Oklahoma - 232-0001
Learner Outcomes (P.A.S.S.) - Clairita Goodwin, School Improvement, SDE, 521-3361
Library Media Improvement - Bettie Estes-Rickner, Library Media, SDE, 521-2956
Limited English Proficient Student Services - Cheryl Huffman, Multicultural Equity, SDE, 521-3196
Literacy - Al Underwood, Lifelong Learning, 521-3321 or Paula Bailey, Reading/Literacy, SDE, 521-3343
Literacy Initiatives Commission - Alice Richardson, Literacy Initiatives Commission, SDE, 521-2341
Literacy Passport - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
Long Range Capital Planning Commission - Dwight Bruss, Capital Improvement, SDE, 521-3812
Low-Performing Schools - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
Magnet/Choice Schools - Ed Winn, Financial Services, SDE, 521-3467

Maintenance Person of the Year Award - Dwight Bruss, Capital Improvement, SDE, 521-3812

Marine Education - Nancy Brock, School Improvement, SDE, 521-3361

Martin Luther King Holiday Commission - Ruby Nichols, Teacher Minority Recruitment, SDE, 521-4218

Marva Collins Program - Ramona Paul, Professional Services, SDE, 521-4311

Mental Health Comprehensive Service Plan for Children and Youth - Beth Pugh, Special Education, SDE, 521-3351

Migrant Education - Tim Love, Chapter 1/Migrant, SDE, 521-2846

Minimum Criteria for Effective Teaching and Administrative Performance - Ramona Paul, Professional Services, SDE, 521-4795

Minority Teacher Recruitment Center - Ruby Nichols, SDE, 521-4218

Missing Children - Jon Dahlander, Communications, SDE, 521-6075

Multicultural Education Inservice - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841

NAEP (National Assessment of Educational Progress) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341

NASA Spacemobile Program - Nancy Brock, School Improvement, SDE, 521-3361

National Assessment of Educational Progress (NAEP) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341

National Association of School Psychologists - Darla Griffin, Special Education, SDE, 521-4868

National Center for Education Statistics (NCES) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341 or Tom Pickens, State Aid, SDE, 521-3460

National Center for Research in Vocational Education - Phil Sellars, Accreditation, SDE, 521-3333

National Community Service Act - Ramona Paul, Professional Services, SDE, 521-4311

National Council for Accreditation of Teacher Education (NCATE) - Paul Simon, Teacher Education, SDE, 521-4908, or Ramona Paul, Professional Services, SDE, 521-4311

National Council of States for Inservice Education (NCSIE) - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-3607 or Ramona Paul, Professional Services, SDE, 521-4311

National Defense Student Loan Program (teaching in areas with high concentration of low-income families) - Phil Compton, Chapter 1, SDE, 521-2846

National Education Association Goals Report - Cindy Brown, Gifted and Talented, SDE, 521-4287

National Education Association Statistical Reports - Tom Pickens, State Aid, SDE, 521-3460

National Forum on Education Statistics - Tom Pickens, State Aid, SDE, 521-3460

National Merit Scholarship - Rita Geiger, School Improvement, SDE, 521-3361

National Origin Program (language issues) - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841

National Science Scholars - Nancy Brock, School Improvement, SDE, 521-3361

Negotiated Investment Strategy - Don Shive, Financial Services, SDE, 521-3371

Nepotism - Kay Harley, Legal Services, SDE, 521-4889

New Directions in Reading - Paula Bailey, Reading/Literacy, SDE, 521-3343

- New School Board Members Workshop - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-4527
- Newspapers in Education (reading program) - Paula Bailey, Reading/Literacy, SDE, 521-3343
- North Central Association - Bill Siler, North Central Accreditation, SDE, 521-3773
- Nutrition Education and Training Program - Dee Baker, Child Nutrition, SDE, 521-3327
- OASIS (Oklahoma Areawide Services Information System) - (800) 42-OASIS or Handicapped Children's Information Hotline, Oklahoma City, 271-6302
- Office for Civil Rights (OCR) - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Oklahoma Alliance for Minority Participation in Science, Engineering, and Mathematics (AMPSEM) - Donkor Khalid, Multicultural Equity/Counseling, SDE, 521-2841
- Oklahoma Arts Institute - Paulette Black, Arts In Education, SDE, 521-3034 or Mary Frates, Oklahoma Arts Institute, 842-0890
- Oklahoma Association for Academic Competition - Gail Bliss, Carnegie, OK, 654-1802 or Cindy Brown, Gifted and Talented, SDE, 521-4287
- Oklahoma Association for Gifted Creative and Talented (OAGCT) - Cindy Brown, Gifted and Talented, SDE, 521-4287
- Oklahoma Association of Health, Physical Education, Recreation and Dance - Velinda Baker, Comprehensive Health, SDE, 521-2106
- Oklahoma Association Partners In Education - Martha Michael, School Improvement, SDE, 521-3361
- Oklahoma Association of School Business Officials (OASBO) - Don Shive, Financial Services, SDE, 521-3371
- Oklahoma Board of Private Vocational Schools - Randy McLerran, Capital Improvement, SDE, 521-3472
- Oklahoma Close-Up - Rita Geiger, School Improvement, SDE, 521-3361
- Oklahoma Coalition for Public Education - Mary Sue Snell, 236-5338
- Oklahoma Commission on Children and Youth - Darla Griffin, Special Education, SDE, 521-3351
- Oklahoma Commission on Educational Administration (OCEA) - Ramona Paul, Professional Services, SDE, 521-4311
- Oklahoma Commission for Educational Leadership (OCEL) - Ramona Paul, Professional Services, SDE, 521-4311
- Oklahoma Cost Accounting System (OCAS) - Lu Norman, Financial Accounting, SDE, 521-2517
- Oklahoma Curriculum Improvement Commission (OCIC) - Clairita Goodwin, School Improvement, SDE, 521-4514
- Oklahoma Education/Business Council - Jon Dahlander, Communications, SDE, 521-6075
- Oklahoma Educator (In Class)* - Jon Dahlander, 521-6075 or Wendy Pratt, Communications, SDE, 521-3331
- Oklahoma Educators Hall of Fame - Shirley Pappé, Communications, SDE, 521-6075, Sharon Lease, Western Heights, 745-6300 or Harriett Kuykendall, Broken Arrow, (918) 355-1556
- Oklahoma Farmers Union - Phil Sellars, Accreditation, SDE, 521-3333
- Oklahoma Foundation for Excellence - Polly Nichols, 236-0006

- Oklahoma Higher Learning Access Program (OHLAP) - Donkor Khalid, Multicultural Equity/Counseling, SDE, 521-2841
- Oklahoma Highway Safety Program - Tom Pickens, State Aid, SDE, 521-3460
- Oklahoma Institute for Child Advocacy - Judy Franks-Doebler, School Improvement, SDE, 521-3361
- Oklahoma Middle Level Education Association (OMLEA) - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Oklahoma Minority Teacher Recruitment Center (OMTRC) - Ruby Nichols, SDE, 521-4218
- Oklahoma Office of Volunteers (SB 890) - Charles Mohr, Professional Services, SDE, 521-4795
- Oklahoma Parents as Teachers (OPAT) - Judy Franks-Doebler, Dee Dee Mundell or Pat Curtis, School Improvement, SDE, 521-3361
- Oklahoma Planning & Coordinating Council for Services to Children and Youth - Margaret Bergant, Special Education, SDE, 521-4876, J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549, or Cindy Brown, Gifted and Talented, SDE, 521-4287
- Oklahoma Reading Association - Paula Bailey, Reading/Literacy, SDE, 521-3343
- Oklahoma Roundtable (Governor's) - Jon Dahlander, Communications, SDE, 521-6075
- Oklahoma School Plant Management Association - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Oklahoma School Psychological Association (OSPA) - Darla Griffin, Special Education, SDE, 521-3351
- Oklahoma School Testing Program (OSTP) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Oklahoma School Video Consortium - Lawton Professional Development Center - Patti Cargill, 357-6900
- Oklahoma Screening Instrument - RESC Section, Joyce Foutch, SDE, 521-4155
- Oklahoma Secondary Schools Activities Assn., liaison - Phil Sellars, Accreditation, SDE, 521-3333
- Oklahoma State 4-C (Community Coordinated Child Care) - Judy Franks-Doebler, School Improvement, SDE, 521-3361
- Oklahoma Writing Project - Claudette Goss, School Improvement, SDE, 521-3361
- OKOM (Oklahoma Odyssey of the Mind) - Cindy Brown, Gifted and Talented, SDE, 521-4287
- Omniplex (programs information) - 427-5461
- Open Records (copyright receipting) - Debbie Eastland, Documents, SDE, 521-3103
- Operation Lifesaver - Tom Pickens, State Aid, SDE, 521-3460
- Optional Extended School Year - Phil Sellars, Accreditation, SDE, 521-3333
- OSBI, FBI, State Investigations - Cindy Marose, Professional Standards, SDE, 521-3337
- OSTP (Oklahoma School Testing Program) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- OSU Human Environmental Science Associates Board - Ramona Paul, Professional Services, SDE, 521-4311
- Outcomes-based Education - Hugh McCrabb, School Improvement, SDE, 521-4891 or Clairita Goodwin, School Improvement, SDE, 521-3361
- Outreach to Parents - John Corpolongo, Special Education, SDE, 521-3351
- Parent Education/Involvement - Dee Dee Mundell, Judy Franks-Doebler or Pat Curtis, School Improvement, SDE, 521-3361
- Parent/Teacher Conferences - Clairita Goodwin, School Improvement, SDE, 521-3361

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- Parental Involvement Workshops - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Parents as Teachers - Judy Franks-Doebler, Dee Dee Mundell or Pat Curtis, School Improvement, SDE, 521-3361
- Patrick Taylor Program - see Oklahoma Higher Learning Access Program
- Paul Douglas Scholarship - Sarah Kelley, Oklahoma Tuition Aid Grant Program, 552-4356
- Peace Essay Contest - Rita Geiger, School Improvement, SDE, 521-3361
- Perfect Attendance - Phil Sellars, Accreditation, SDE, 521-3333
- Phonics - Paula Bailey, Reading/Literacy, SDE, 521-3343
- Physical Best - Velinda Baker, Comprehensive Health, SDE, 521-2106
- Physical Education - Velinda Baker, Comprehensive Health, SDE, 521-2106
- Plan Review of Public and Vo-Tech Schools - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Playground Safety - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Portable Classrooms - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Prayer/Religion (in schools) - Kay Harley, Legal Services, SDE, 521-4889
- Preschool (Special Education concerns) - Jill Burroughs, Special Education, SDE, 521-4877
- President's Council on Fitness - Velinda Baker, Comprehensive Health, SDE, 521-2106
- Presidential Awards for Excellence (math and science) - Nancy Brock and Stacy Weinand, School Improvement, SDE, 521-3361
- Presidential Scholars Program - Rita Geiger, School Improvement, SDE, 521-3361
- Principals Council - Ramona Paul, Professional Services, SDE, 521-4311
- Priority Academic Student Skills (P.A.S.S.) - Clairita Goodwin, School Improvement, SDE, 521-4514
- Private Vocational Schools, Board of - Randy McLerran, Capital Improvement, SDE, 521-3472
- Professional Development Centers - Linda Ruhman, Entry Year, SDE, 521-3607
- Professional Standards Board, Educational - Paul Simon, Teacher Education, SDE, 521-4908
- Proficiency Based Promotion - Cindy Brown, Gifted and Talented, SDE, 521-4287
- Project LEAD - Ramona Paul, Professional Services, SDE, 521-4311
- Project REAL - Ed Winn, Financial Services, SDE, 521-3467
- PTA, State - Shirley Gilley, Office Director, 799-0026
- Public Law 81-815, School Construction Assistance - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Public Law 89-313, Chapter 1, Handicapped - John Corpolongo, Special Education, SDE, 521-3351
- Public Law 874, Impact Aid - Lu Norman, Financial Accounting, SDE, 521-2517
- Public School Foundations - Nancy Grigsby, The University of Oklahoma, (918) 335-2707
- Publications - see Documents Dissemination
- Quest Program - Dan Reich, Comprehensive Health, SDE, 521-4507
- Race Discrimination (schools) - Thanh Van Anderson, Multicultural Equity/Counseling, SDE, 521-2841
- Radon - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Reading - Paula Bailey, Reading/Literacy, SDE, 521-3343
- Reading Certificates (25 books) - Paula Bailey, Reading/Literacy, SDE, 521-3343

Recycling - Dwight Bruss, Capital Improvement, SDE, 521-3812
Regional Education Service Centers - Joyce Foutch, RESC, SDE, 521-4155
Results: In Class publication - Jon Dahlander, 521-6075 or Wendy Pratt, Communications, SDE, 521-3331
Results 1993: Education Report Card (TV Show) - Jon Dahlander, Communications, SDE, 521-6075
Retirement - see Teachers' Retirement System
Robert C. Byrd Honors Scholarship Program - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
Rural Education - Phil Sellars, Accreditation, SDE, 521-3333
Safety Education - Tom Pickens, State Aid, SDE, 521-3460
SAT Test - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
Satellite Education - John Curran, Instructional Technology, SDE, 521-4005
Scholarship, The Oklahoma Scholarship Program, State Regents for Higher Education, 1 (800) 858-1840
Scholarship Program, Future Teachers - Kathie Fritchman, State Regents for Higher Educ., 524-9153
Scholarship, U.S. Senate Youth Program - Rita Geiger, School Improvement, SDE, 521-3361
Scholarships for Deserving Students - Ruby Nichols, Teacher Minority Recruitment, SDE, 521-4218
Scholastic Aptitude Test (SAT) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
School Administrators Contracts - Peggy Wilson, School Personnel Records, SDE, 521-3369
School Board Members Workshops - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-4527
School Breakfast Program - Dee Baker, Child Nutrition, SDE, 521-3327
School Finance Technical Assistance - Don Shive, Financial Services, SDE, 521-3371
School Funds Management Program - Tom Pickens, State Aid, SDE 521-3460
School Improvement - Clairita Goodwin, School Improvement, SDE, 521-4514
School Land - Commissioners of the Land Office, Carol Ford, 843-9962
School Lunch Program - Dee Baker, Child Nutrition, SDE, 521-3327
School Personnel Records - Peggy Wilson, SDE, 521-3369
School Plant Manager of the Year Award - Dwight Bruss, Capital Improvement, SDE, 521-3812
School Psychology - Darla Griffin, Special Education, SDE, 521-4868
Science and Engineering Fair, Oklahoma - Nancy Brock, School Improvement, SDE, 521-3361
Science and Math Teaching, Presidential Awards for Excellence in - Nancy Brock or Stacey Weinand, School Improvement, SDE, 521-3361
Science and Mathematics Indicators - Dawn Williams, Data/Research, SDE, 521-3354
Sciences, Junior Academy of - Nancy Brock, School Improvement, SDE, 521-3361
Search for Excellence in Science Education (SESE) - Nancy Brock, School Improvement, SDE, 521-3361
Secondary Schools Activities Association liaison - Phil Sellars, Accreditation, SDE, 521-3333
Secretary of Education - Sandy Garrett, 521-3301
Senate Youth Program - Rita Geiger, School Improvement, SDE, 521-3361
Serve America - Ramona Paul, Professional Services, SDE, 521-4311
Sex Equity in Schools - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841

Shell Century III Leaders Contest - Rita Geiger, School Improvement, SDE, 521-3361
SLIAG - State Legalization Impact Assistance Grants - Linda Young, Lifelong Learning, SDE, 521-3321
Small Schools Cooperative Grants - Lealon Taylor, Education Reform, SDE, 521-4516
SoonerStart - Cathy Perri, Special Education, SDE, 521-4880
Southwest Educational Development Lab (SEDL) - Sandy Garrett, State Superintendent, 521-3301
Special Milk Program - Dee Baker, Child Nutrition, SDE, 521-3327
Special Projects - Howard Potts, Special Projects, SDE, 521-3467
Special Residential Facilities - Phil Sellars, Accreditation, SDE, 521-3333, Bill Butler, Auditing, SDE, 521-3471, or Darla Griffin, Special Education, SDE, 521-3351
Special Services (Homebound) - Erlene Belling, Special Education, SDE, 521-3351
Special Students - Bill Butler, Auditing, SDE, 521-3471
SpecialNet - Rex Howard or Sam Nunley, Special Education, SDE, 521-3351
Staff Development - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-3607
Stanford Writing Assessment - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
State Accrediting Agency Board - Phil Sellars, Accreditation, SDE, 521-3333
State Aid - Tom Pickens, State Aid, SDE, 521-3460
State Grants - Lealon Taylor, Education Reform, SDE, 521-4516
State Policy Academy on Families and Children - Ramona Paul, Professional Services, SDE, 521-4311
State Superintendent - Sandy Garrett, SDE, 521-3301
State Superintendent's Advisory Team - Shirley Pappe, Communications, SDE, 521-6075 or Sandy Garrett, State Superintendent, 521-3301
State Superintendent's Calendar - Verda Beavers, SDE, 521-4886
Student Guarantee Loan - Penny Gandy, Oklahoma Student Loan Authority, 552-4300
Student Loan Authority, Oklahoma City - Gene Satterfield, 840-2662
Student Loan Cancellation Program, National Defense (teaching in areas with high concentration of low-income families) - Phil Compton, Chapter 1, SDE, 521-2846
Student Loan Deferment (college) - Penny Gandy, 552-4300
Student Testing/Student Assessment - Zoe Leimgruebler, SDE, 521-3341
Student Transfers - Bill Butler, Auditing, SDE, 521-3471
Student Work Permit - Norma Flournoy, School Personnel Records, SDE, 521-3369
Suicide Prevention - J.C. Smith, Multicultural Equity, SDE, 521-3549
Summer Administrators' Conference - Jon Dahlander, Communications, SDE, 521-6075
Summer Food Service Program - Dee Baker, Child Nutrition, SDE, 521-3327
Superintendents' Contracts - Peggy Wilson, School Personnel Records, SDE, 521-3369
Support Personnel Report - Peggy Wilson, School Personnel Records, SDE, 521-3369
Supply and Demand Study (teachers) - Paul Simon, Teacher Education, SDE, 521-4908 or Patti High, Data/Research, SDE, 521-3354
Talk Back TV - Peggy Wilson, School Personnel Records, SDE, 521-3369

- TAP (Tests of Achievement and Proficiency) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Task Force 2000 - Sandy Garrett, Secretary of Education, 521-3301
- Task Force on Volunteerism - Ramona Paul, Professional Services, SDE, 521-4311
- Taylor Plan - Ruby Nichols, Teacher Minority Recruitment, SDE, 521-4218
- Teach for America - Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Cadet Program - Ruby Nichols, Teacher Minority Recruitment, SDE, 521-4218
- Teacher Centers (Professional Development Centers) - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-3607 or Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Consultant Stipend - Tom Pickens, State Aid, SDE, 521-3460
- Teacher Evaluation - Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Exchange Programs - Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Merit Pay - Linda Ruhman, Entry Year/Continuing Education, SDE, 521-3607 or Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Minimum Pay Scale - Peggy Wilson, School Personnel Records, SDE, 521-3369 or Don Shive, Financial Services, SDE, 521-3371
- Teacher Performance and Conduct - Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Personnel Report - Peggy Wilson, School Personnel Records, SDE, 521-3369
- Teacher Placement - Oklahoma Employment Securities Commission, 557-7100 or contact local state employment office
- Teacher Shortage Areas (subject) - Paul Simon, Teacher Education, SDE, 521-4908
- Teacher Supply and Demand - Paul Simon, Teacher Education, SDE, 521-4908 or Patti High, Data / Research, SDE, 521-3354
- Teacher Testing - Teresa Wood, Teacher Testing, SDE, 521-4122 or Ramona Paul, Professional Services, SDE, 521-4311
- Teacher Training Grants (Special Education) - Joyce Foutch, RESC, SDE, 521-4155
- Teacher of the Year Program - Linda Ruhman, Entry Year, SDE, 521-3607
- Teachers' Retirement System - Tommy Beavers, 521-2387
- Technology, Educational Uses of - John Curran, Instructional Tech., SDE, 521-3994
- Teen Pregnancy Prevention and Counseling - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Teen-age Suicide - J.C. Smith, Multicultural Equity/Counseling, SDE, 521-3549
- Telecommunications - John Curran, Instructional Technology, SDE, 521-3994
- Ten-Day Activity Regulation - Phil Sellars, Accreditation, SDE, 521-3333
- Testing, Student - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Testing, Teacher - Teresa Wood, Teacher Testing, SDE, 521-4122 or Ramona Paul, Professional Services, SDE, 521-4311
- Textbooks - Debbie Adams, Textbooks/Resources, SDE, 521-3456
- Textbook Task Force - Sandy Garrett, State Superintendent, 521-3301
- Title II, Math and Science (Eisenhower) - Keith Haley (for application review), Chapter 2, SDE, 521-3694, or Nancy Brock or Stacey Weinand, School Improvement, SDE, 521-3361

- Title IV, Civil Rights - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Title V-C, Indian Education - Center V, Norman - 360-1163 or Valeria Littlecreek, Indian Education, SDE, 521-3311
- Title VII, Bilingual Education - Cheryl Huffman, Multicultural Equity/Counseling, SDE, 521-3196
- Title IX (sex discrimination/schools) - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Transcripts, Uniform Student - Phil Sellars, Accreditation, SDE, 521-3333
- Transfers (Special Education students) - Sam Nunley, Special Education, SDE, 521-3351
- Transfers (other) - Bill Butler or Genevieve Willard, Auditing, SDE, 521-3471
- Transitional First Grade - Judy Franks-Doebler, Dee Dee Mundell or Pat Curtis, School Improvement, SDE, 521-3361
- Transportation - Randy McLerran, Capital Improvement, SDE, 521-3472
- Transportation Task Force - Randy McLerran, Capital Improvement, SDE, 521-3472
- Truancy - Phil Sellars, Accreditation, SDE, 521-3333
- Underground Storage - Dwight Bruss, Capital Improvement, SDE, 521-3812
- Upward Bound - contact the individual area college
- U.S. Department of Education, Washington, DC - Secretary Richard Riley, (202) 708-5366
- U.S. Senate Youth Program - Rita Geiger, School Improvement, SDE, 521-3361
- Video Consortium - Lawton Professional Development Center, 357-6900
- Vocational Rehabilitation - now Rehabilitative Services - Department of Human Services, 424-4311
- Volunteerism Task Force - Ramona Paul, Professional Services, SDE, 521-4311
- We the People...The Citizen and the Constitution - Rita Geiger, School Improvement, SDE, 521-3361
- Whole Language - Paula Bailey, Reading/Literacy, SDE, 521-3343, Pat Curtis, School Improvement, SDE, or Claudette Goss, School Improvement, SDE, 521-3361
- William Randolph Hearst Foundation Scholarship (U.S. Senate Youth Program) - Rita Geiger, School Improvement, SDE, 521-3361
- Women's Educational Equity - Shirley Martinson, Multicultural Equity/Counseling, SDE, 521-2841
- Work Permits for Students - Norma Flournoy, School Personnel Records, SDE, 521-3369
- Workforce Oklahoma, Supply and Demand - State Department of Vocational & Technical Education, Curtis Shumaker, (800) 522-5810
- World Health Day - Dan Reich, Comprehensive Health, SDE, 521-4507
- Writing Assessment (Stanford) - Zoe Leimgruebler, Student Assessment, SDE, 521-3341
- Year-Round School - Phil Sellars, Accreditation, SDE, 521-3333
- Young Writers Contest - Claudette Goss, School Improvement, SDE, 521-3361
- Youth Arts Month - Paulette Black, Arts In Education, SDE, 521-3034

Schedule of Due Dates for 1993-94

The following is a listing by month of the various reports, applications, claims and other information local school districts are required to submit to the State Department of Education (SDE). The numerals to the left of each line indicate the day of the month the information must be received by the Department, followed by a description of the information, the section of the SDE responsible, the section administrator (if applicable) and a telephone number.

Each month

- 5 Dropout Report from each superintendent, principal or head teacher of each public or accredited private/parochial middle, junior high and high school; Office of Accountability, Alice Loftin, (405) 521-2578.
- 10 Claim for Reimbursement for lunches, breakfasts and/or Special Milk Program milk served during previous month; Child Nutrition Programs, Dee Baker, (405) 521-3327.
- During the Month: Job vacancies must be filed by superintendents and elementary school superintendents within 10 days after an opening occurs; Oklahoma State Employment Security Commission, (405) 557-5316.
- Materials for State Board teacher certification exceptions need to be submitted to the Professional Standards Section by the 10th of each month; Professional Standards, Cindy Marose, (405) 521-3337.
- Report participants of the Oklahoma Higher Learning Access Program (OHLAP), the last day of each month, through June 30, by sites to the Oklahoma Minority Teacher Recruitment Center, Ruby J. Nichols, (405) 521-4218.

August 1993

- 1st Monday in August; Prepare in writing a financial statement, showing the true fiscal condition as of June 30th.
- 1 Chapter 1 Summer School Report; Chapter 1, (405) 521-2846.
- 1 Schools begin submitting requests for Entry-Year Packets; Entry Year, Linda Ruhman, (405) 521-3607.
- 6 Late Registration deadline for August 13-14 Teacher Certification Test; Teacher Testing, Teresa Wood, (405) 521-4122.
- 9-16 Application and Agreement; Child Nutrition Programs, Dee Baker, (405) 521-3327.
- 13-14 Teacher Certification Test statewide administration; Teacher Testing, Teresa Wood, (405) 521-4122.
- 15 Deadline for Class-Size Audit Corrections and Bond Issue Report due in State Aid (NO exceptions after due date); State Aid, Tom Pickens, (405) 521-3460.
- 31 Submit new JOM enrollment cards; Indian Education, Valeria Littlecreek, (405) 521-3311.

September 1993

- 1 Schools begin submitting Entry-Year Form 002; Entry Year, Linda Ruhman, (405) 521-3607.
- 1 Estimate of Needs and Financial Statement to County Clerk; Financial Accounting, Lu Norman, (405) 521-3460.
- 1 Starting date for ordering Reading Certificates; Reading/Literacy, Paula Bailey, (405) 521-2537.
- 15 Name of textbook coordinator for each school district; Textbooks/Resources, Debbie Adams, (405) 521-3456.
- 15 Final submission of "error free report" of magnetic media for preceding fiscal year (diskette or Magnetic tape); Financial Accounting, Lu Norman, (405) 521-3460.
- 15 Policy Statements for free or reduced price meals and/or Special Milk Program milk; Child Nutrition Programs, Dee Baker, (405) 521-3327.
- 15 Return updated JOM student printout; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 17 Teacher certification test scores will be mailed to examinees who were tested August 13-14; Teacher Testing, Teresa Wood, (405) 521-4122.
- 30 ESEA Title II, FY 92 Application; Title II Math/Science, Keith Haley, (405) 521-3694.
- 30 Special Education Quarterly Expenditure Report; Special Education, Pam Kimery, (405) 521-3351.
- 30 Contract for audit of public schools between independent auditor and school district; Auditing, Bill Butler, (405) 521-3471.
- 30 Final JOM-OCAS expenditure report due for Code 564; Indian Education, Valeria Littlecreek, (405) 521-3311.

October 1993

- 1 New fiscal year for JOM; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 1 Application claiming LEA allocation generated under ESEA Chapter 2, authorized by P.L. 100-297; Chapter 2, Keith Haley, (405) 521-3694.
- 4-8 Official JOM student count week; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 5 Final Record and Report of School District Expenditures for reimbursement on federal program received or postmarked; Financial Accounting, Lu Norman, (405) 521-3460.
- 8 Registration Deadline for November 12-13 Teacher Certification Test; Teacher Testing, Teresa Wood, (405) 521-4122.
- 8 Deadline for Administrator's Salary/Fringe Benefit Schedule; School Personnel, Peggy Wilson, (405) 521-3369.
- 15 Application for Accreditation; Accreditation, Dr. Phil Sellars, (405) 521-3333.
- 15 Annual North Central application due; North Central, Dr. Bill Siler, (405) 521-3773.
- 15 Annual Personnel Report for Teachers (pre-print); School Personnel, Peggy Wilson, (405) 521-3369.
- 15 Support Personnel Report; School Personnel, Peggy Wilson, (405) 521-3369.
- 15 Bus Route Map, East 1/2 of state on "even" years and West 1/2 of state during "odd" years; Randy McLerran, Transportation Officer, (405) 521-3472.
- 24 Results of educational screening of all 1st grade students; contact area Regional Education Service Center administrator/Joyce Foutch, (405) 521-3351.

- 29 Deadline for FY93-94 Drug-Free Schools and Communities Act of 1986 Applications; Drug Education, Dan Reich, (405) 521-4507.
- 30 Indian Education Parent Committee Election Certificate due; Indian Education, Valeria Littlecreek, (405) 521-3311.

November 1993

- 1 Satellite Accreditation Applications due; Instructional Technology, John Curran, (405) 521-3994.
- 1 Transfer of Magnetic Media on all funds for revenue and expenditures for School year 1993-94 on first 4 months of operations; OCAS, Financial Accounting, Lu Norman, (405) 521-3327.
- 5 Late Registration deadline for November 12-13 Teacher Certification Test; Teacher Testing, Teresa Wood, (405) 521-4122.
- 10 Attendance Factor Notification; Child Nutrition Programs, Dee Baker, (405) 521-3327.
- 12-13 Teacher Certification Test statewide administration; Teacher Testing, Teresa Wood, (405) 521-4122.
- 15 Annual Report for JOM (previous year) due; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 15 Deadline for 1993-94 Drug-Free Schools Recognition Program Applications; Drug Education, Lisa Easley-Gage, (405) 521-4507.
- 20 Chapter 1 Comparability Study; Chapter 1, Phil Compton, (405) 521-2846.
- 20 Local School Districts Salary Schedule due 30 days after adoption (no later than Nov. 20). (If school is still in negotiations, send in schedule you are paying on and tell if you are in negotiations.); School Personnel, Peggy Wilson, (405) 521-3369.
- 30 LEA survey results from private nonprofit school(s) on forms elicited annually, "Certification of Eligibility" and "Notice of Intent" to participate in federally funded educational programs during the 1993-94 school year; Chapter 2, Keith Haley, (405) 521-3694.
- 30 Members and the number of approved free lunch applicants for each accredited site. These numbers must total the number reported to the Child Nutrition Programs Division for November. These numbers to be reported on the subsequent Chapter 1 application; Chapter 1, Phil Compton, (405) 521-2846.

December 1993

- 1 Close encumbered balances on contracts pending from prior year in each district's fiscal operation; Financial Accounting, Lu Norman, (405) 521-3460.
- 1 P.L. 101-476 and P.L. 89-313 Child Count taken; Special Education, Rebbie Wale, (405) 521-4867.
- 6 Gifted/Talented Child Count; Gifted/Talented, Cindy Brown, (405) 521-4287.
- 7-9 Candidates for School Board must file with County Election Board.
- 12 Annual Report of Institutional Students; Chapter 1, Phil Compton, (405) 521-2846.
- 17 Teacher Certification Test Scores will be mailed to examinees who were tested November 12-13; Teacher Testing, Teresa Wood, (405) 521-4122.
- 31 Special Education Quarterly Expenditure Report; Special Education, Pam Kimery, (405) 521-3351.
- 31 Prepare Preliminary Estimate Needs, S.B.E. Form 12; Financial Accounting, Lu Norman, (405) 521-3460.

January 1994

- 1 Annual Contract Renewed for Chief Examiners of the GED tests; Lifelong Learning, Al Underwood, (405) 521-3321.
- 7 Description of verification efforts of free and reduced price meal applications; Child Nutrition Programs, Dee Baker, (405) 521-3327.
- 15 Registration postmark deadline to testing company, Teacher Testing, Teresa Wood, (405) 521-4122.
- 15 Final JOM and OCAS budget due; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 15 Special Services' Application for Aid; Special Education, Erlene Belling, (405) 521-4864.
- 15 Arts in Education Program Mid-Year Reports due; Arts in Education (405) 521-3034.
- 29 Survey of Low Income Children (Districts with boundaries in more than one county); Chapter 1, Phil Compton, (405) 521-2846.
- 31 Application for Public Law 81-874 Impact Aid; Capital Improvement, Budget and Planning; Dwight Bruss, (405) 521-3812.

February 1994

Receive certification renewal lists of teachers who have standard certificates expiring 6-30-94; Professional Standards, Cindy Marose, (405) 521-3337.

Administer Writing Assessment on Feb 8, 9 or 10; 15, 16 or 17; 22, 23 or 24 (dates are superintendent's choice); Student Assessment, Zoe Leimgruebler, (405) 521-3341.

- 1 Deadline for ordering Reading Certificates; Reading/Literacy, Paula Bailey, (405) 521-2537.
- 1 Chapter 1 Program Improvement Plan submitted by only those districts notified by the Chapter 1 Section or districts who have self-identified Chapter 1 programs in need of improvement; Chapter 1, Phil Compton, (405) 521-2846.
- 1 LEAs are reminded to mail letters to private nonprofit school officials announcing preliminary plans and establishing timeline for participating in federally funded educational programs. Include "Notice of Intent" and "Certification of Eligibility" forms to survey declarations for the 1993-94 school year; Chapter 2, Keith Haley, (405) 521-3694.
- 1 Registration for Blind; American Printing House, Special Education, Rex Howard, (405) 521-4881.
- 8 Annual School Election
- 15 Final JOM budget revisions; Indian Education, Valeria Littlecreek, (405) 521-3311.
- 15 Annual Personnel Report for Teachers (Final Copy); School Personnel, Peggy Wilson (405) 521-3369.
- 19-20 Teacher Certification Test statewide administration; Teacher Testing, Teresa Wood (405) 521-4122.

March 1994

Administer achievement tests for Oklahoma School Testing Program on March 14-18, 21-25, March 28-April 1, or April 4-8 (date is superintendent's choice); Student Assessment, Zoe Leimgruebler, (405) 521-3341.

- 1-20 Conduct JOM Needs Assessment and Public Hearings for next fiscal year; Indian Education, Valeria Littlecreek, (405) 521-3311.

- 1 Application from Independent Auditors for State Board of Education approval; Auditing, Bill Butler, (405) 521-3471.
- 15 Starting date for Reading Certificates to be mailed to schools; Reading/Literacy, Paula Bailey, (405) 521-2537.
- 26 FYI - Test Scores mailed; Teacher Testing, Teresa Wood, (405) 521-4122.
- 30 Submit original copy of private nonprofit schools' "Certification of Eligibility" and "Notice of Intent" forms; Chapter 2, Keith Haley, (405) 521-3694.
- 31 Special Education Quarterly Expenditure Report; Special Education, Pam Kimery, (405) 521-3351.

April 1994

- Annually review and update the Staff Development Plan that is part of the Comprehensive Local Education Plan; Linda Ruhman, (405) 521-4527.
- Administer achievement tests for Oklahoma School Testing Program on March 14-18, 21-25, March 28-April 1, or April 4-8 (date is superintendent's choice); Student Assessment, Zoe Leimgruebler, (405) 521-3341.
- 6 School Run-off Elections
 - 9 Registration postmark deadline to testing company, Teacher Testing, Teresa Wood, (405) 521-4122.
- April 10 through end of school: Entry-Year Assistant Program (Form 003); Entry Year, Linda Ruhman, (405) 521-3607.
- 15 Estimate of Needs; Textbooks, Debbie Adams, (405) 521-3456.
 - 24 Teacher Consultant Entry Year Report; School Personnel, Peggy Wilson, (405) 521-3369.
 - 30 Annual LEP Student Survey (Form A & B); Multicultural/Equity Programs, Cheryl Huffman, (405) 521-3196.
 - 30 Chapter 2 FY94 Application; Chapter 2 Section, Keith Haley, (405) 521-3694.
 - TBA JOM Applications/OCAS Workshops; Indian Education, Valeria Littlecreek, (405) 521-3311.

May 1994

- Check personnel files to see if teachers have renewed expiring certificate/license, Professional Standards; Cindy Marose, (405) 521-3337.
- 1 SDE mails Annual Statistical Report (ASR) to district
 - 1 Annual Statistical Report (FR-14B) and Class Size Audit forms mailed to school districts; State Aid, Tom Pickens, (405) 521-3460.
 - 14-15 Teacher Certification Test statewide administration; Teacher Testing, Teresa Wood, (405) 521-4122.
 - 15 Cut-off date for Supplemental Textbook Requisitions; Textbook, Debbie Adams, (405) 521-3456.
 - 15 Chapter 1 summer schools; Chapter 1, Phil Compton, (405) 521-2846.
 - 15 Teacher of the Year Portfolios; Continuing Education, Linda Ruhman, (405) 521-4527.
 - 15 Student count update to identify graduates; Indian Education, Valeria Littlecreek, (405) 521-3311.
 - 15 JOM Applications due; Indian Education, Valeria Littlecreek, (405) 521-3311.
 - 29 ESEA Title II Intent to Participate form; Title II Math/Science, Keith Haley, (405) 521-3694.
 - 31 Independent Audit Reports from school districts; Auditing, Bill Butler, (405) 521-3471.

June 1994

Chapter 1 applications approval by appointment; Chapter 1, (405) 521-2846.

- 1 Special Education Data Report for Submission to United State Department of Education by November 1; Special Education, Rebbie Wale, (405) 521-4867.
- 30 Application for Adult Education funds from schools who have Adult Learning Centers; Lifelong Learning, Al Underwood, (405) 521-3321.
- 30 Arts in Education Program final report due; Arts in Education, (405) 521-3034.

July 1994

Project Assistance Grant Application; Project Assistance Grant Contract and Disaster Assistance Application; Capital Improvement, Gary McElhaney, (405) 521-3812.

- 1 Chapter 1 applications; Chapter 1, (405) 521-2846.
- Any school district which has vacancies as of July 1, must notify the State Department of Education of such vacancies no later than July 19.
- 1 Finance Application; Special Education, Rebbie Wale, Jill Burroughs, (405) 521-3351.

One Time During The Year

- Plans and specifications of new buildings and major renovations must be sent to SDE prior to advertising for bids; Capital Improvement/Budget and Planning, Dwight Bruss, (405) 521-3812.
- Annual School Board Membership Report, listing names and addresses of all local school board members, due after district elections in February; Continuing Education, Linda Ruhman, (405) 521-4527.
- Receive a survey on the employment and responsibilities of school counselors; Multicultural Equity/Counseling, J.C. Smith, (405) 521-3549.
- Ten days after close of school, or no later than June 15, Annual Statistical Report (FR-14B); State Aid, Tom Pickens, (405) 521-3460.
- Survey for gathering information for the Student Testing Program will be due sometime in the fall (date to be set); Student Assessment, Zoe Leimgruebler, (405) 521-3341.
- Ten days after the close of school, Final Attendance Report of Special Students; Auditing, Bill Butler, (405) 521-3471 or State Aid, Tom Pickens, (405) 521-3460.
- North Central Self-Study and On-Site due on a seven-year cycle; North Central, Dr. Bill Siler, (405) 521-3773.
- North Central First Year Improvement Plan due one year after on-site evaluation (before March); North Central, Dr. Bill Siler, (405) 521-3773.
- North Central Third Year Progress Reports due third year after on-site evaluation (before March); North Central, Dr. Bill Siler, (405) 521-3773.
- Superintendent Contract due 15 days after signing; School Personnel, Peggy Wilson, (405) 521-3369.
- School District's Salary Schedule due by Nov. 20; School Personnel, Peggy Wilson, (405) 521-3369.
- First-Time Superintendents in Oklahoma need to enroll in required program; Professional Services Division, Dr. Ramona Paul, (405) 521-4795/521-4878.
- Telecommunications Plan due in Superintendent's office (date to be set), H.B. 2133; Instructional Technology, John Curran, (405) 521-3994.

House Bill 1017: Results for Oklahoma Education

Where we've been . . .

In 1983 a national commission on education studied America's public schools and found them lacking. The resulting report, "A Nation At Risk," listed a number of deficiencies and proposed reforms to modernize our system of universal public education.

Oklahoma faced problems similar to those listed in "A Nation At Risk." Our schools were underfunded, our teachers were among the most poorly paid in the country, our dropout rates were too high and student learning, as measured by standardized testing, was far from adequate in light of the demands in a technological, competitive society of the late 20th century.

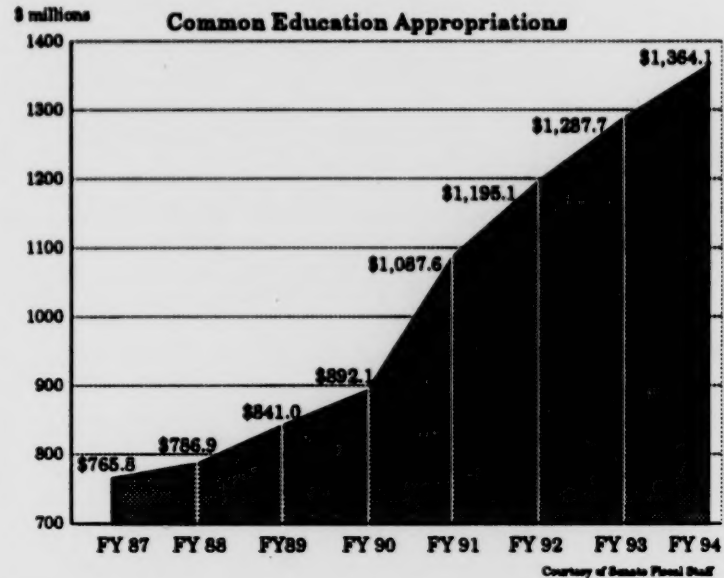
Task Force 2000, created to study Oklahoma's public schools, issued a report calling for major school reform and increased funding. In 1990 the Oklahoma Legislature responded with House Bill 1017, the Education Reform and Funding Act, and in 1991 the voters of Oklahoma ratified that law in a record-setting special election.

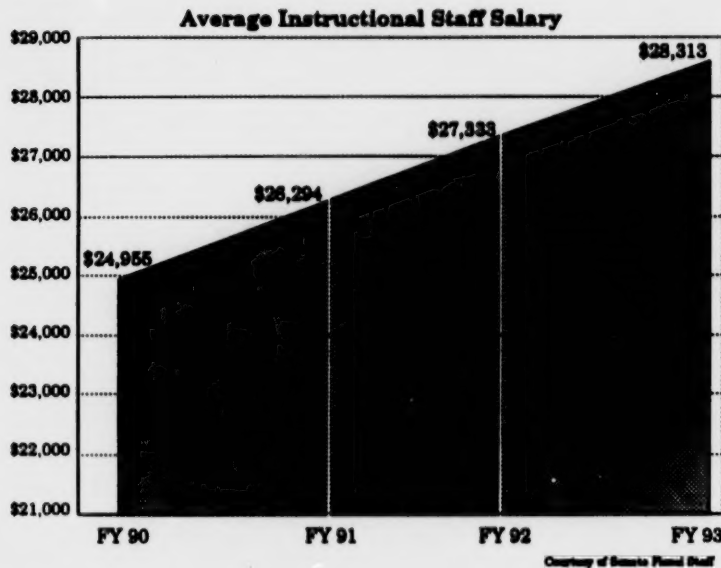
The provisions of HB 1017 have been implemented in stages since 1990. The bill has raised some \$500 million in new revenues to finance public education. It mandated a new, solid curriculum. It set minimum levels of teacher pay, maximum class sizes and greater accountability. And it brought innovation to our schools. The purpose of HB 1017 was nothing less than a restructuring of our schools designed to make them excellent educational resources for all Oklahomans.

Where we are today . . .

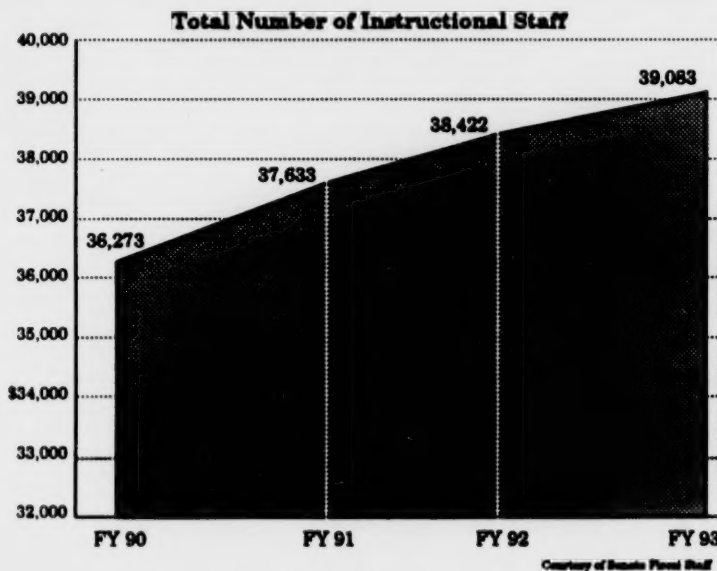
As we approach the beginning of the 1993-94 school year, the provisions of HB 1017 and related legislation continue to have a fundamental impact on our schools. These are a few of the accomplishments already in place:

- New school funding has added computers, expanded libraries and allowed schools to comply with HB 1017 staffing mandates. Common education appropriations increased \$85.2 million over the previous year's levels to \$1.364 billion.





- Starting teacher pay has risen from less than \$19,000, and will reach \$24,060 during the 1994-95 school year. The average instructional staff salary of \$24,955 in 1990 reached \$28,313 for FY93.



- The instructional staff has increased significantly to meet class-size and other mandates. Staffing in FY90 was slightly more than 36,000; for FY93 it surpasses 39,000, and additional hirings are expected as final class-size mandates are met in FY94. Between FY90 and FY93, the number of school counselors increased 17.8 percent. The number of librarians rose 15.6 percent. Today there are nearly 10 percent more school nurses, and other support personnel levels have risen as well.

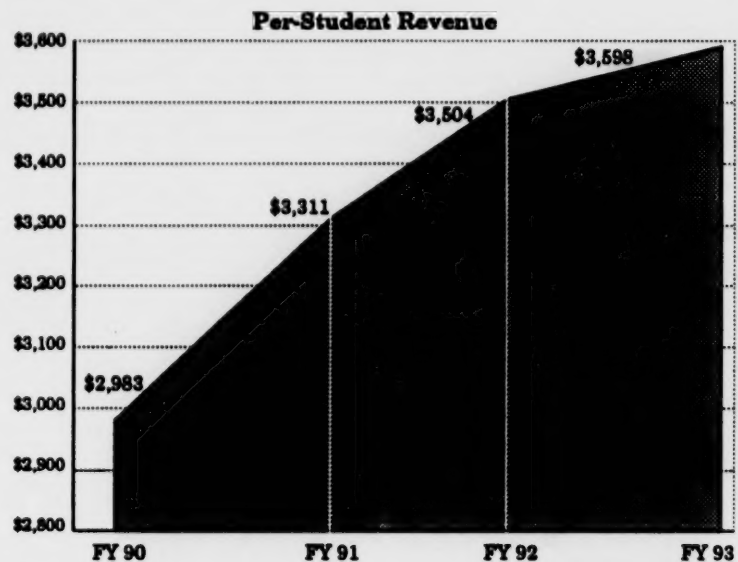
- Maximum class size for all elementary grades will fall to a permanent level of 20 this fall, while secondary teachers will be limited to a daily student load of 140. That figure will drop to 120 by 1997-98.
- Oklahoma has a model alternative placement law allowing degreed professionals to teach in the public schools without traveling the traditional teacher certification route. The state is also conducting a major study of our teacher-training and education procedures.
- Foreign language instruction in grades 1-8 begins this fall for most Oklahoma students.

- A new statewide curriculum for grades K-12, Priority Academic Student Skills (PASS), will be introduced in all schools in the fall of 1993.
- Deregulation of local schools has encouraged innovative instructional programs.

Perhaps most significantly, funding of Oklahoma's public schools has increased dramatically, both in real dollars and as a share of the total state budget. Per-student revenues have climbed from \$2,983 when HB 1017 was enacted to \$3,598 in FY 93.

Funding for the operations and support of common schools now constitutes 38.5 percent of the state budget. In 1990 school funding made up slightly more than 30 percent of all state spending. In four years, school funding has risen by some \$500 million, a historic increase of 53 percent.

What are the results? The 1992 Oklahoma Dropout Report showed a reduction in school dropout numbers of nearly 10 percent. Student achievement testing has indicated a steady four-year increase in test scores, with Oklahoma students scoring above national averages in all subjects and all grade levels. Enrollment in vital early childhood programs has doubled. Together, teachers, administrators and local board members are working harder than ever to insure a quality education for all Oklahoma boys and girls. Community support for education is at an all-time high. Our school reforms are working.



Where we're going . . .

The reforms of HB 1017 and related legislation will continue to be implemented through the end of the 1990s. During that period schools will be held accountable for meeting new, tougher accreditation standards designed to assure that every child in every classroom receives a quality education.

As reforms which began in 1990 continue, learning will improve. Our students will graduate with a stronger academic base, with solid skills and with the knowledge necessary to live and work in today's complex world. Education remains the top priority of Oklahoma government. It is our best hope for the future.

1017 Timeline



*Discontinue norm-referenced writing assessment and limit norm-referenced achievement testing to grades 3 and 7.

Adjunct Teachers

Accreditation Section
(70 O. S. § 6-122.3)

An adjunct teacher:

- is a person with distinguished qualifications in a specific field.
- must be approved by the local board of education.
- is not required to meet certification.
- is limited to ninety (90) clock hours per semester.

For information regarding adjunct teachers: See 70 O. S. § 6-122.3. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Class-Size Requirements for 1993-94

Accreditation Section

(70 O.S. § 18-113.1, § 18-113.2, and § 18-113.3)

GRADES K-6*	20 STUDENTS
GRADES 7-9*	36 STUDENTS
ELEMENTARY SCHOOL DISTRICTS	
GRADES K-6	20 STUDENTS
GRADES 7-8	36 STUDENTS
However, also in 1993-94:	
GRADES 7-12	140 STUDENTS per TEACHER**

*6th grade can have a class-size limit of 20 students or 36 students depending upon grade groupings in a district.

**No teacher who is counted in class-size computation shall be responsible for the instruction of more than 140 students on any given 6-hour day. Please note that the number of periods in the day is not the determining factor for the number of students. New legislation provides for deregulation of this rule. See pages 4, 4a, and 4b of this section for procedures.

Exceptions

1. Any school district which at the beginning of the school year does not have sufficient classrooms to meet the class size limitations for kindergarten through the ninth grade shall not be penalized for failure to meet the class size limitations if:

The school district has voted indebtedness, at any time within the five years preceding the year the district exceeds the class size limitations or during the year the district exceeds the class size limitations, through the issuance of bonds or approval of voters of issuance of new bonds for more than 85% of the district's maximum allowable bonding capacity; and

On the date of filing of the school district budget with the State Equalization Board, the school district is voting the maximum millage allowable for the support, maintenance, and construction of schools.

2. If a class or classes in a grade exceed the class size limitation for Grades K-3, the class size limitation and penalty shall not apply if the creation of an additional class would cause a class to have fewer than 10 students; and
A teacher's assistant is employed to serve with each teacher in a class that exceeds the class size limitation.
3. If a class or classes in a grade exceed the class size limitation for Grades 4-6 and 7-9, the class size limitation and penalty shall not apply if the creation of an additional class would cause a class to have fewer than 16 students. The employment of a teacher's assistant does not prevent a penalty.
4. No school district shall be penalized for initially exceeding class size limitations during the last nine (9) weeks of the school year.

1993-1994 140 Students Per Teacher

Exceptions

" . . . beginning with the 1993-94 school year, no teacher as specified in this subsection who is counted in class size computation for grades seven through twelve shall be responsible for the instruction of more than one hundred forty (140) students on any given six-hour school day." (70 O.S. § 18-113.3)

For this purpose instruction is defined as:

- Any period that meets more than 20 minutes in a regular school day as defined by the local board; and/or
- Any period that grades are given/earned by student; and/or
- Any period that credit is given/earned; and/or
- Any period that lesson/curriculum preparation by the teacher is necessary.

**Deregulation of Student-Teacher Ratio
Grades 7-12
(70 O.S. § 18-113.3)**

Rules adopted by State Board of Education July 22, 1993

Beginning with the 1993-94 school year, no teacher who is counted in class size computation for Grades 7-12 shall be responsible for the instruction of more than 140 students on any given 6-hour school day **unless the district board of education has requested and received State Board of Education approval to deregulate the school site from the provisions of this subsection as it relates to student-teacher ratio for grades seven through twelve.** The State Board of Education shall approve such deregulation application upon determination that the applicant district has complied with the following conditions:

1. The district board of education has caused a notice of intent to request deregulation pursuant to paragraph I of this subsection in grades seven through twelve to be published in a newspaper of general circulation in the county where the district is located and has caused the notice of intent to be posted in a conspicuous place within the offices of the district's administration ten days before the application for deregulation is submitted to the State Board of Education.
2. The school site for which deregulation has been requested has:
 - a. consistently demonstrated performance which exceeds the fiftieth percentile on the state achievement tests as provided in subsection A of Section 1210.508 of Title 70, Oklahoma Statutes, in grades seven through twelve. (The school site seeking the deregulation must provide documentation that the school site consistently demonstrated for the past three school years performance which exceeds the fiftieth percentile rank on the state achievement tests. For the 1993-94 school year, the test information shall be the results of the 1992-93 school year performance of the Iowa Test of Basic Skills and Tests of Achievement and Proficiency administered in Grades 7-12. The fiftieth state percentile rank is the determinant score for each school site to utilize in determination.)
 - b. a dropout rate which is less than the state average. (Each school site applying for deregulation in the 1993-94 school year must provide evidence that the school site's dropout rate is less than the 1992-93 dropout rate of 3.2%. The definition for a dropout for purposes of this section as "Any

student who is under the age of eighteen and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term of the schools of the school district in which he resides are in session.) (70 O.S. 35e)

- c. fully complied with the rules of the State Board of Education regarding deregulation 70 O.S., Section 18-113.3 (E).
- 3. The local district application for deregulation of a school site shall include a report detailing all comments received from the public in response to the notice published and posted.
- 4. The application for deregulation of a school site shall include a written statement of position on the deregulation from representatives of the faculty at the school site. The representatives shall be selected in the following manner:
 - a. Where there is a recognized bargaining agent, the organization recognized to represent the certified employees of the district shall select 3 to 5 representatives who shall prepare the written statement.
 - b. Where there is no recognized bargaining agent, the faculty shall elect 5 teacher representatives who shall prepare the written statement.

For information regarding class-size penalties: See 70 O.S. § 18-113.1, § 18-113.2, § 18-113.3. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Deregulation
Accreditation Section
(70 O.S. § 1210.551a)

Oklahoma school deregulation is about better local schools, local school improvement, and local student results. The appropriate place for developing innovations and meeting student needs is at the local district and individual school site levels; thus, a fundamental focus of deregulation is to ensure that local schools have the necessary freedom and flexibility to innovate as they continue to strive toward school improvement and student results.

Procedures

Who is eligible to apply for deregulated status? All state accredited school sites in Oklahoma are eligible to apply for deregulated status.

All requests for deregulation must be submitted for approval to the State Board of Education using the State Department of Education application. Deregulations may occur on a districtwide basis or by individual site location. The application shall contain the following criteria:

1. **Alternate Strategies:** The application shall clearly state the alternate strategy(ies) which the school district proposes to utilize and the needed resources to meet clearly stated goals and objectives as a result of the proposed deregulation. The specific learner outcomes to be focused on as a result of deregulated status shall be clearly delineated.
2. **Student Performance:** The application shall clearly specify and describe the expected student performance levels to be demonstrated and evaluated as a result of the proposed deregulated status. No state or federal statutes or federal regulations can be waived or exempt under these deregulation rules and procedures.
3. **Standard to be Deregulated:** The application shall clearly identify/state the standard from which the school district is proposing to be deregulated.
4. **Financial Impact:** The application shall clearly delineate the projected financial impact the proposed deregulated status would create.
5. **Timeline(s):** The application shall clearly delineate the proposed timeline(s) which will apply to the deregulated status.

6. Local Board Approval: The application shall contain the original signature of the school district superintendent and the school board president.
7. Duration: One school year only. Request for renewal of deregulation must be submitted to the State Board of Education annually. Applications will be accepted at any time during the school year; however, if deregulation is sought for the entire school year, prior year approval is advised.

For information regarding deregulation: See 70 O.S. § 1210.551a; Standard XII in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Early Admission (Kindergarten)

Accreditation Section
(70 O.S. § 1-114)

Underage children may be admitted to Kindergarten programs under certain circumstances.

Underage children not enrolled in a state approved early childhood or kindergarten program, may be admitted to a kindergarten program in the school district in which he or she resides. Criteria for such admission is:

1. Given the state class size mandates, there are spaces available for additional students.
2. Underage children applying for admission to kindergarten are found to be ready for enrollment according to appropriate readiness screening procedures.
3. The enrollment of such students is approved by a psychometrist.

Underage children who qualify for and are subsequently admitted to an accredited kindergarten shall be included in the ADM of the school district for the purposes of State Aid funding.

For information regarding early admission (kindergarten): See 70 O.S. § 1-114, and House Bill 1720 of the 1993 legislative session. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

High School Credit for Pre-High School Students

Accreditation Section

(70 O.S. § 11-103.6)

A student may earn credit toward high school graduation at any grade level upon demonstrating proficiency in the specific course. This proficiency will be determined by local board policy.

Students successfully earning credit in a high school course, such as Algebra I in the 8th grade (or earlier) will be given credit on their high school transcript. Proficiency may be demonstrated through examination, portfolio, thesis, project, product, or by successfully completing the course. The local school board will establish a policy concerning student assessment opportunities and grading policies.

For information regarding high school credit for pre-high school students: See 70 O.S. § 11-103.6. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

North Central Association

The NCA is the largest and oldest of the Regional Accrediting Associations recognized by the United States Office of Education.

The NCA can include universities, colleges, high schools, middle level schools, and elementary schools in nineteen states, the Navajo Nation, and the Department of Defense schools throughout the world.

Membership in the association is voluntary and the sole purpose is to improve the quality of education in the member schools. Improvement is accomplished by a three phase evaluation process: validation by an outside evaluation, the development, and the implementation of a school improvement plan.

Historical Perspective

North Central activities have existed in Oklahoma since 1919. These activities grew out of a perceived need by some educators to improve their school programs beyond the minimum standards mandated by the state. To facilitate this improvement, the NCA became the vehicle for many schools to accomplish this end.

The sponsoring agency for NCA in Oklahoma has always been the State Department of Education. Support and cooperation between the NCA and SDE has been the standard for the past seventy four years with both the NCA and the state agency benefiting from the arrangement. Growth in the number of Oklahoma schools becoming members of the NCA was steady for sixty-five years. Between 1983 and 1993, the number of North Central schools in Oklahoma has more than doubled, from 245 to 568 member schools sites.

Current Status

Oklahoma membership in the North Central Association is 568 school sites, with 56 of these being new or candidacy status members. In addition, 13 schools are Outcomes Accreditation Candidates for 92-93. On-site evaluations scheduled for 93-94 number 150, with 88 of these being new Outcomes Accreditation Candidates.

Costs:

Annual membership dues for all schools except elementary.....	\$300
Elementary.....	\$250
Initial application fee.....	\$150

For information regarding the North Central Association: See NCA Policies and Standards for Schools. For more information, contact: Bill Siler, North Central Association, (405) 521-3773.

North Central Outcomes Accreditation

Oklahoma North Central Association (NCA)

Traditional: NCA schools must meet all policies and standards plus agree to participate in a seven year, three phase evaluation process of school improvement.

Outcomes Accreditation (OA): NCA schools must meet all policies and standards of the traditional NCA plus agree to participate in a three to five year outcomes accreditation process of school improvement.

Comparison of Traditional and OA Accreditation (Both are voluntary)

Standards

Traditional Accreditation

Accreditation is based upon the individual school meeting all NCA standards for that particular type of school organization.

Outcomes Accreditation

The Outcomes Accreditation process focuses on student success and programs that provide quality-with-equity. The OA process also requires the school to document the success that the school is achieving in meeting the specific learning goals that it has established for itself.

Reporting Cycle

Traditional Accreditation

Accreditation is granted annually based upon submission of an annual report completed by the school.

Outcomes Accreditation

Accreditation is granted annually based upon the submission of an annual OA report (plus the traditional NCA annual report).

Evaluation-Improvement Activities

Traditional Accreditation

Required of membership. At least once every seven years each member school conducts a substantive and disciplined review of its programs and services for students.

The school improvement-evaluation process involves (1) planning, (2) a self-study, (3) resource team visitation, and (4) implementation of a school improvement plan.

Outcomes Accreditation

When a school improvement plan has been written, and implementation has begun; the school enters into three to five year self-evaluation cycles.

The process involves (1) planning, (2) information/data gathering, (3) selection of specific areas of expected student outcomes, (4) visitation by an OA team, (5) implementation of a school improvement plan, and (6) documentation of improved student learning.

Planning

Traditional Accreditation

Schools may choose to conduct "traditional" or "individualized" self-studies depending upon the needs of the school. Traditional self-studies evaluate the total school program. In most cases one of the National Study of School Evaluations (NSSE) evaluative criteria formats or the NCA Guide are used as the format.

Outcomes Accreditation

The NCA state office will determine eligibility of the school for the OA process. Prior to the initiation of the three/five year cycle, beginning schools identify problems or concerns and make decisions regarding target areas for study and host the initial visitation by the OA team. Except for the "mission statement" and "student profile" committees, schools select cognitive target areas and affective target areas (number may vary) and the accompanying committees.

Visitations

Traditional Accreditation

Visitation teams for traditional self-studies vary in size dependent upon the size of the school. Typically a traditional visitation team will consist of 15-25 educators plus State Department of Education personnel. Visitations usually last three days.

Outcomes Accreditation

OA visitation teams will range in size of from five to eight members plus the chairperson. Visitations are shorter in length (one to two days at a time) but are spread out over a three to five year period of time.

Resource Specialist

Traditional Accreditation

Not Required

Outcomes Accreditation

A resource specialist is selected by the school to assist the school with its OA plans and activities. This specialist can be a current certified employee of the district or the school site may select a resource specialist outside of the district or site.

Documentation

Traditional Accreditation

One and three-year follow-up reports.

Outcomes Accreditation

In addition to serving as consultants and advisors to the school, the OA visitation teams also monitor NCA standards and make recommendations regarding the accreditation status of the school

OA is an accreditation option based on the school's documentation of the achievement of its goals and increased student success through the provision of quality-with-equity programs of education for all students.

Costs:

Costs for membership in NCA are the same whether the traditional or the OA evaluation process is chosen for member schools.

Annual membership dues for all schools except elementary.....	\$300
Elementary.....	\$250
Initial application fee.....	\$150

Summation

All North Central schools, whether traditional or outcomes accredited, have agreed to transform their process of accreditation into a vehicle for ambitious school improvement. This improvement process will culuminate in a school site improvement plan with sufficient implementation, monitoring, and follow-up.

For information regarding the North Central Association: See NCA Policies and Standards for Schools. For more information, contact: Bill Siler, North Central Association, (405) 521-3773.

School Day
Accreditation Section
(70 O.S. § 1-111)

A school day for any group of pupils shall consist of not less than six hours devoted to school activities, exclusive of lunch.

A school day in Oklahoma is six (6) hours or 360 minutes in length. Student passing time between classes may be included in the 6 hour day, but no portion of the lunch period may be counted.

Exceptions

- Kindergarten and prekindergarten programs may consist of a 2 1/2 hour school day.
- Schools that have been approved through deregulation for extended day schedules may vary from the 6-hour day.
- During the first two weeks of school first grade classes may meet for 3 hours per day if the remainder of the school day is utilized in parent-teacher conferences.
- During the first 5 days of the school year, preschool and kindergarten classes may meet for less than 2 1/2 hours per school day.
- Travel time for students that are concurrently enrolled in a college or university program, and for students enrolled at an area vocational-technical school, may be counted as a part of the 6 hour school day.

Early Dismissal

Abbreviated school days are not permitted except in emergency situations.

If a school district determines that it is necessary to deviate from the standard 6-hour school day due to emergency conditions, school authorities must notify the State Department of Education, Accreditation Section, in writing within 72 hours of the occurrence.

For information regarding the school day: See 70 O.S. § 1-111; Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools, Standard 3.16-2c. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Student Discipline
Accreditation Section
(70 O.S. § 6-113.1 and § 6-114)

The local board of education shall adopt a policy for the control and discipline of all children attending public school in that district.

The State Department of Education shall provide each local board of education materials dealing with effective classroom techniques as an alternative to the use of corporal punishment.

1. The local board's discipline policy shall provide options for the methods of control and discipline of the students and shall define "standards of conduct" to which students are expected to conform.
2. The students, teachers, and parents or guardians of every child residing within a school district shall be notified by the local board of education of its adoption of the policy and shall receive a copy upon request.
3. Teachers, parents and students shall be involved in the formulation of school discipline policies.
4. Teachers have the same authority as a parent, under Oklahoma law, to discipline or control a child according to local policies while in attendance at school or school activities; or while in transit to and from the school or school-sponsored activities.

For information regarding student discipline: See 70 O.S. § 6-113.1 and § 6-114; A Handbook of Alternatives to Corporal Punishment; Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools, Standards 1.02, 4.42, 4.44, 4.82 and 4.92. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Student Suspension

Accreditation Section

(70 O.S. § 24-101)

The committing of a violent act or any action which shows deliberate disregard for the health or safety of faculty or other students would be reason for suspension. Students may also be suspended from a public school for violation of school regulations immorality, and possession of weapons or controlled dangerous substances.

Student Rights and the Appeal Process

1. Students and parents shall be informed in writing about their rights and responsibilities pertaining to the total school program.
2. The school shall protect the legal rights of students and parents by providing due process procedures.
3. Students suspended from a public school have the right to appeal such suspension to the local district Board of Education. After a full investigation, the local board shall render a decision regarding the guilt or innocence of the student and the decision will be final.

Enrollment of Suspended Students

No school shall be required to enroll a student who has been suspended from a public or private school in Oklahoma or another state. A student suspended for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other pupils will not be eligible to enroll until the terms of the suspension have been met or the time of the suspension expires.

Schools may consider providing educational services to students who have been suspended from school through an alternative school setting, home based instruction or other appropriate alternative methods. Educational services for students on an individual education plan (IEP) shall be provided in accordance with the stated plan.

For information regarding student suspension: See 70 O.S. § 24-101; as well as Standards 4.42 and 4.44 in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools. For more information, contact: Phil Sellars, Accreditation Section, (405) 521-3333.

Child and Adult Care Food Program

Child Nutrition Programs Section
(P. L. 101-147)

School districts may apply for participation in the Child and Adult Care Food Program(CACFP) if operating a day care facility where children are not enrolled in the district. If day care children are enrolled in the district, the district may apply for CACFP for meals served after the school day has ended.

The term *children* is defined as 12 years of age and under, or children of migrant workers 15 years of age and under, or mentally or physically disabled persons of any age if the majority of the people served are 18 years of age and under.

To apply for CACFP contact State Department of Education (SDE),
Child Nutrition Programs.

Requirements for Participation

During any fiscal year school districts wishing to participate may enter into agreement with the SDE.

1. School districts must have an approved Application/Agreement and Policy Statement for the CACFP on file with the SDE before any month's claim for reimbursement can be paid. Districts shall submit a monthly claim for reimbursement to the SDE by the 10th of the month following the month of operation but not later than 60 days following the last day of the reporting month. SDE reviews and audits claims for reimbursement and provides payment to districts on a timely basis.
2. School districts shall ensure that the names of all children participating in the CACFP, whether eligible for free, reduced-price or not eligible shall not be published, posted or announced in any manner.
3. School districts shall:
 - maintain a nonprofit food service and a financial management system.
 - serve meals which meet United States Department of Agriculture (USDA) minimum meal pattern requirements both by component and quantity.
 - claim reimbursement at assigned rates or the actual cost, whichever is the lesser.
 - comply with USDA regulations regarding nondiscrimination.
 - comply with other regulations as specified in Sections 226 and 245 of the National School Lunch Act.

For more information regarding Child and Adult Care Food Programs: See P.L. 101-147, National School Lunch Act, as amended (42 U.S.C. 1758, 1759a, 1762a, 1765 and 1766); 7CFR Part 226 and 245). **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

National School Lunch Program

Child Nutrition Programs Section
(P.L. 101-147)

School districts which served 60% or more of their lunches free or reduced price in the second preceding school year will receive a higher rate of reimbursement.

Based upon yearly figures reported to State Department of Education (SDE) on the claims for reimbursement, SDE will determine if the district qualifies for the additional two-cent reimbursement.

To apply for National School Lunch Program (NSLP), contact the SDE,
Child Nutrition Programs.

Requirements for Participation

During any fiscal year school districts wishing to participate may enter into agreement with the SDE.

1. School districts must have an approved Application/Agreement and Policy Statement on file with the SDE before any month's claim for reimbursement can be paid. Districts shall submit to SDE a monthly claim for reimbursement by the 10th of the month following the month of operation but not later than 60 days following the last day of the reporting month. SDE reviews and audits claims for reimbursement and provides payment to districts on a timely basis.
2. School district shall ensure that the names of all children participating in the NSLP, whether free, reduced or not eligible shall not be published, posted or announced in any manner.
3. School districts shall:
 - maintain a nonprofit school food service.
 - maintain a financial management system.
 - serve lunches which meet United States Department of Agriculture (USDA) minimum meal pattern requirements both by component and quantity.
 - serve lunches free of charge or at a reduced price to all children determined to be eligible.
 - claim reimbursement at assigned rates.
 - comply with USDA regulations regarding nondiscrimination.
 - comply with other regulations as specified in Sections 210 & 245 of the National School Lunch Act.

For information regarding National School Lunch Programs: See P. L. 101-147, National School Lunch Act, as amended (42 U.S.C. 1751-1760); 7CFR Parts 210 and 245. **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

Nutrition Education and Training Program

Child Nutrition Programs Section

(P. L. 101-464)

The Nutrition Education and Training Program is available to food service personnel, teachers and students in every school district.

The purpose of the Nutrition Education and Training Program (NET) is to provide nutrition education and training in principles and practices of food service management to school food service personnel, teachers and students. During any fiscal year persons wishing more information regarding in-service training or workshops may contact the State Department of Education; Child Nutrition Programs Section (CNP); 2500 Lincoln Blvd. - Room 310; Oklahoma City, OK 73105 or call (405) 521-3327.

Resources Available

1. Programs/Workshops available upon request:
 - Creative Nutrition Education - An Integrated Approach (Grades K-6)
 - Making Bread in a Bag (How to make homemade bread in the classroom: Grades 3-6)
 - Nutrition for the Adolescent Athlete (Highlights sports nutrition--coaches and other interested teachers: Grades 7-12)
 - Eating Disorders (Characteristics of eating disorders, symptoms to recognize and steps to take once an eating disorder is detected: Grades 7-12)
 - Soup to Nuts (Nutrition education series of ten 15-minute TV programs for middle school and junior high school students)
2. Educational Materials available upon request:
 - Nutrition and Your Health: Dietary Guidelines for Americans
 - Guide to Good Eating
 - "The Thing the Professor Forgot" placemats
 - VegeMobiles
 - Resource Guide for Parent/Teacher and Community Involvement in Child Nutrition Programs

For information regarding Nutrition Education and Training Programs: See P. L. 101-464, Child Nutrition Act of 1966, as amended (42 U.S.C. 1788); 7CFR Part 227. **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

School Breakfast Program
Child Nutrition Programs Section
(P.L. 101-147)

Schools within a district which served 40% or more of their lunches free or at a reduced price in the second preceding school year qualify for Severe Need reimbursement rates. In order to receive these higher rates, the school's documented breakfast costs must equal or exceed the severe need rates.

Based upon yearly figures reported to the State Department of Education (SDE) on the claims for reimbursement, SDE will determine if the school qualifies for Severe Need breakfast reimbursement.

To apply for School Breakfast Program (SBP) or severe need reimbursement rates, contact SDE, Child Nutrition Programs.

Requirements for Participation

During any fiscal year school districts wishing to participate may enter into agreement with SDE.

1. School districts must have an approved Application/Agreement and Policy Statement on file with SDE before any month's claim for reimbursement can be paid. Districts shall submit to SDE a monthly claim for reimbursement by the 10th of the month following the month of operation but not later than 60 days following the last day of the reporting month. SDE reviews and audits claims for reimbursement and provides payment to districts on a timely basis.
2. School districts shall ensure that the names of all children participating in the SBP, whether free, reduced or not eligible shall not be published, posted or announced in any manner.
3. School districts shall:
 - maintain a nonprofit school food service and financial management system.
 - serve breakfasts which meet United States Department of Agriculture (USDA) minimum meal pattern requirements both by component and quantity.
 - serve breakfasts free or at a reduced price to all children determined to be eligible.
 - claim reimbursement at assigned rates.
 - comply with USDA regulations regarding nondiscrimination.
 - comply with other regulations as specified in Sections 210.9, 220, & 245 of the Child Nutrition Act.

For information regarding School Breakfast Programs: See P. L. 101-147, Child Nutrition Act of 1966, as amended (42 U.S.C. 1771-1785); 7CFR Parts 220 and 245. **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

Special Milk Program
Child Nutrition Programs Section
(P.L. 101-464)

Only school districts which operate a half-day kindergarten or pre-school program may apply for participation in the Special Milk Program (SMP).

Three (3) Special Milk Programs are available:

- (1) Option 1 - serve milk free of charge to those students who qualify for free benefits and serve milk at a set price to those who do not qualify for free benefits;
- (2) Option 2 - serve milk to all students at the same set price;
- (3) Non-pricing Option - serve milk free of charge to all students.

To apply for the SMP, contact the State Department of Education (SDE),
Child Nutrition Programs.

Requirements for Participation

During any fiscal year school districts wishing to participate may enter into agreement with the SDE.

1. School districts must have an approved Application/Agreement and Policy Statement on file with the SDE before any month's claim for reimbursement can be paid. School districts shall submit to SDE a monthly claim for reimbursement by the 10th of the month following the month of operation but not later than 60 days following the last day of the reporting month. SDE reviews and audits claims for reimbursement and provides payment to districts on a timely basis.
2. School district shall ensure that the names of all children participating in the SMP-Option 1 shall not be published, posted or announced in any manner.
3. School districts shall:
 - operate a nonprofit milk service.
 - maintain a financial management system.
 - serve milk free of charge or at a set price to all children determined to be eligible.
 - claim reimbursement only for milk served to half-day kindergarten and pre-school students who do not have access to any school meal service.
 - comply with United States Department of Agriculture regulations regarding nondiscrimination.
 - comply with other regulations as specified in Sections 210.9, 215 and 245 of the Child Nutrition Act.

For information regarding Special Milk Programs: See P. L. 101-464, Child Nutrition Act of 1966, as amended (42 U.S.C. 1772, 1779); 7CFR Parts 215 and 245. **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

Summer Food Service Program

Child Nutrition Programs Section

(P. L. 101-147)

The purpose of the Summer Food Service Program (SFSP) is to provide food service to children from areas in which poor economic conditions exist, as defined by United States Department of Agriculture (USDA), when area schools are closed for summer vacation.

To apply for the SFSP, contact State Department of Education (SDE), Child Nutrition Programs.

Requirements for Participation

During any fiscal year school districts wishing to participate may enter into agreement with the SDE.

1. School districts must have an approved Application/Agreement and Policy Statement for the SFSP on file with the SDE before any month's claim for reimbursement can be paid. Districts shall submit a monthly claim for reimbursement to the SDE by the 10th of the month following the month of operation but not later than 60 days following the last day of the reporting month. SDE reviews and audits claims for reimbursement and provides payment to districts on a timely basis.
2. School districts with "open sites" must provide documentation that 50 percent of the school's enrollment are eligible for free or reduced price school meals under the National School Lunch Program.
3. School districts with "enrolled sites" must provide properly completed Family-Size and Income Applications in order to document eligibility.
4. School districts shall ensure that the names of all children participating in the SFSP, whether free, reduced, or not eligible shall not be published, posted, or announced in any manner.
5. School districts shall:
 - maintain a nonprofit school food service and a financial management system.
 - serve meals which meet USDA meal pattern requirements at no cost to children.
 - monitor sites to insure that all meals are consumed on site.
 - comply with other regulations specified in Sections 225 and 245 of the National School Lunch Act.

For information regarding Summer Food Service Program: See P. L. 101-147, National School Lunch Act (42 U.S.C. 1761) as amended; 7 CFR Parts 225 and 245. **For more information, contact:** Dee Baker, Child Nutrition Programs Section, (405) 521-3327.

**Federal Grants Available to LEAs
Through the State Department of Education
Federal/Special and Collaborative Services**

Grant information is available on the electronic network SpecialNet on the RFP and OKLAHOMA bulletin boards. The RFP board presents summaries of Requests for Proposals for grants and contracts issued by federal agencies in education and human services. The OKLAHOMA bulletin board presents summaries of Requests for Proposals for grants issued by federal and private agencies. Both bulletin boards have contact information showing how to obtain complete application packages and other details.

For more information, contact: GTE Education Services 1-800-927-3000 or State Department of Education, Federal/Special Services/Collaborative Services, (405) 521-4873.

**Emergency Immigrant Education Program
(P.L. 100-297)**

The Emergency Immigrant Education Program is a formula grant program that provided funding to States to make subgrants to local educational agencies (LEAs) to provide 1) supplementary educational and instructional services for eligible immigrant children and 2) essential inservice training for personnel who will be providing instruction to immigrant children. To qualify for assistance an LEA's enrollment of elementary and secondary immigrant children must be at least 500 or three percent of its total enrollment. To be counted, immigrant children must have been enrolled in U.S. schools less than three years.

For more information, contact: Cheryl Huffman, Multicultural Equity/Counseling Section, (405) 521-3196.

**Part B - Individuals with Disabilities Education Act (IDEA)
(P.L. 101-476)**

The purpose of Part B of the IDEA is to provide increased funds for special education and related services for LEAs with children with disabilities ages 3-21 through the SDE, Special Education Section. The funds awarded to the State by the U.S. Department of Education are awarded to LEAs on a flow-through basis upon receipt of an approvable LEA Application. Flow-through funds are awarded through a formula based on the number of children with disabilities served on December 1st of the previous year.

For more information, contact: Erlene Belling or Cindy Radford, Special Education Section, (405) 521-3351.

Section 619 - Preschool Discretionary Grants

(P.L. 101-476)

The purpose of Section 619 of the IDEA is to provide increased funds for special education and related services for LEAs with children with disabilities ages 3-5 through the SDE, Special Education section. The funds awarded to the State by the U.S. Department of education are awarded to LEAs on a flow-through basis upon receipt of an approvable LEA Application. Flow-through funds are awarded through a formula based on the number of children with disabilities served on December 1st of the previous year.

Discretionary monies are to further expand and increase services to children with disabilities age 3-5. The Section 619 Discretionary Grants includes discretionary grants monies. These grants are available to LEAs on a competitive basis. The prioritized needs are based upon preschool ranked needs. Funds are awarded to LEAs after being reviewed by a third party neutral reviewers and ranked according to scores.

For more information, contact: Jill Burroughs, Special Education Section, (405) 521-3351.

Part D - Special Education Personnel Preparation

(P.L. 101-476, Part D)

The purpose of this program is to increase the quantity and improve the quality of personnel available to serve infants toddlers, children, and youth with disabilities. This program assist in paying for costs incurred in acquiring special education certification. Applicants include teachers who will add special education or other areas of special education certificates.

For more information, contact: Betty Nevills, McAlester RESC, (918) 423-6271, or Joyce Foutch, Special Education Section, (405) 521-4858.

89-313 - Chapter 1

(P. L. 89-313)

The purpose of this program is to increase the funds for special education and related services to state schools, state operated programs and LEAs who are serving children and youth with disabilities who have been in a state school or state operated program for 180 days or more. Funds are awarded on a flow-through basis upon receipt of an approvable application. Flow-through funds are awarded through a formula based on the number of children with disabilities served on December 1st of the previous year.

For more information, contact: Rebbie Wale, Special Education Section, (405) 521-3351.

Drug-Free Schools and Communities Act of 1986

(P.L. 101-647)

This purpose of this federal grant is to provide the LEAs with funding for broad-based drug prevention and intervention activities for grades K-12.

For more information, contact: Dan Reich, Drug Education Section, (405) 521-4507.

State & Local Comprehensive School Health Programs to Prevent Important Health Problems and Improve Educational Outcomes - Centers for Disease Control and Prevention

(P.L. 100-694)

The purpose of the program is to expand and strengthen the capacity of state and local education agencies to plan, implement and evaluate the effectiveness of health education as a component of comprehensive school health programs. Establishment of prevention education is an important component in the development of comprehensive school health programs intended to prevent important health problems and health risk behaviors among youth.

For more information, contact: Jacque Reynolds, AIDS Prevention Education Section, (405) 521-6645.

Federal, State and Local Partnership for Educational Improvement

(P.L. 100-297)

Chapter 2 provides annual noncompetitive ADM-local allocations to LEAs to improve the quality of instruction in all subject areas at all grade levels in public and participating private nonprofit schools.

Eligible activities include:

1. Programs for at-risk students;
2. Integration of supplementary materials and equipment into instruction;
3. Schoolwide Improvement program;
4. Professional Development and Inservice Training;
5. Training in the Early Identification of children with Reading-Related Problems;
6. Programs to Enhance the Personal Excellence of students; and
7. Innovative Programs to Enhance.

For more information, contact: Keith Haley, Chapter 2, (405) 521-3694.

Eisenhower Math and Science Educational Improvement (P.L. 100-297)

The Title II/Eisenhower program provides annual noncompetitive allocations to LEAs to improve the quality of instruction in the areas of math and science. Allocations are based on ADM and Free Lunch enrollment.

Eligible activities include:

1. Inservice training, and retraining of teachers and other appropriate school personnel in the fields of mathematics and science.
2. Recruitment or retraining of minority teachers to become mathematics and science teachers.
3. Training in the instructional use of computers, video, and other telecommunications technologies as part of a mathematics/science program.
4. The integration of higher-order analytical and problem-solving skills into the mathematics and science curriculum.
5. Grant projects for individual teachers to improve teaching ability of the instructional materials used in mathematics and science classrooms.
6. Activities to improve the access to and participation in mathematics and science programs by students from historically underrepresented groups.

For more information, contact: Keith Haley, Title II, (405) 521-3694.

Education for Homeless Children and Youth (P.L. 100-297)

Under the S. B. McKinley Homeless Assistance Act, Title VIII, subpart B, the SDE annually receives a limited grant to support projects in local school districts to locate and serve homeless children and youth. Districts currently operating projects are: Oklahoma City, Stillwater, Shawnee, Norman and Lawton.

For more information, contact: Keith Haley, Title II, (405) 521-3694.

Adult Basic Education
(P.L. 100-297)

The purpose of Adult Basic Education is to provide programs for teaching basic educational skills to educationally disadvantaged adults that are not currently enrolled in school and who do not have a high school education. Current projects involve 40 adult learning centers and many satellite classes located as the need exists. Eligible applicants are local educational agencies, public or private, non-profit agencies and community based organizations that are serving educationally disadvantaged adults.

For more information, contact: Al Underwood, Lifelong Learning Section, (405) 521-3321.

State Literacy Resource Center
(P.L. 102-73)

The purpose of the State Literacy Resource Center is to facilitate the coordination of literacy services within the state; enhance the capacity of state and local organizations to provide literacy services; and serve as a link between the National Institute for Literacy and state service providers for the purpose of sharing information, data research, expertise, and literacy resources.

Eligible applicants are local educational agencies, public or private non-profit agencies and community based organizations that are capable of meeting the purpose of the State Literacy Resource Center and the federal and state guidelines.

For more information, contact: Al Underwood, Lifelong Learning Section, (405) 521-3321.

Basic Grant
(P.L. 100-297)

Provides pass-through funds to LEAs for application to improve reading, mathematics, and language arts achievement of educationally disadvantaged children.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

State Administration Grant
(P.L. 100-297)

Provides funds for the administration of all Chapter 1 grants.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Neglected and Delinquent Grant
(P.L. 100-297)

Provides pass-through funds to neglected and delinquent institutions for application to improve reading, mathematics, and language arts achievement of educationally disadvantaged children.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846

Even Start Grant
(P.L. 100-297)

Provides family centered education programs that involve parents and children in a cooperative effort, enabling parents to become partners in their children's education and to assist their children to reach their full potential.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Program Improvement Grant
(P.L. 100-297)

This project is required by Chapter 1 legislation for the purpose of assisting identified schools in LEAs to improve a Chapter 1 program that has been identified in need of improvement because the level of achievement did not meet established state standards or standards established by each LEA.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Capital Expense Grant
(P.L. 100-297)

To assist LEAs in meeting Capital Expense expenditures required in the provision of Chapter 1 services to non-public school students since 1985.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Bureau of Indian Affairs Grant
(P.L. 100-297)

Funds received through the Bureau of Indian Affairs, filtered through the BIA Area Office to provide Chapter 1 services to out-of-state Indian children residing in state dormitories.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Concentration Grant
(P.L. 100-297)

Grants given to LEAs with a high concentration of low-income children.

For more information, contact: Phil Compton, Compensatory Education, (405) 521-2846.

Basic Migrant Grant
(P.L. 100-297)

Schools may make application for supplemental migrant funds if they have a significant number of children whose parents move across district lines seeking agricultural related work.

For more information, contact: Tim Love, Migrant Education, (405) 521-2846.

School-based Health Centers

Federal/Special and Collaborative Services and
Health/Safety and Physical Education Section
(P. L. 100-694)

The set of services provided by a school-based health center are developed at the local community level.

Many communities in Oklahoma are exploring the establishment of school-based health centers to improve the health of school-aged children and youth and to create a health-promoting environment. Surveys indicate that many young people have no regular access to health care and have numerous, and often serious, unmet health care needs.

School-based health centers vary in staffing patterns and services provided. Common features of most programs include: services provided by a multi-disciplined team of qualified health care professionals, parental consent form student participation in health center services, and a parent/school board/community advisory board. Health centers work cooperatively with school staff, teachers, coaches, counselors and other school personnel to assure that the health center is an integral part of the life of the school.

Oklahoma schools that have developed on-site health centers are enthusiastic about the responses to the centers they have received from students, parents and their communities. A strong school/community partnership is the key to the success of these important programs.

For information regarding school-based health centers: See P.L. 100-694. **For more information, contact:** Sid Hudson, Federal/Special and Collaborative Services, (405) 521-4873; Dan Reich, Health/Safety and Physical Education Section, (405) 521-2106 with the State Department of Education or Marilyn Lanphier, R.N., M.P.H., Director, Adolescent Section, (405) 271-4476; Pam Rollins, R.M., A.R.N.P., Child Health Program Administrative Coordinator, Pediatric Division, (405) 271-4471 with the State Department of Health.

Adult Basic Education

Lifelong Learning Section
(P. L. 100-297)

1. The Adult Basic Education program provides basic skills classes and General Educational Development (G.E.D.) preparation classes for educationally disadvantaged adults who are not high school graduates and are not currently enrolled in school.
2. The State Board of Education has established 40 Adult Learning Centers to implement the Adult Basic Education Program in Oklahoma. Thirty-nine of the learning centers are public schools and the Oklahoma Department of Corrections has established an Adult Learning Center.
3. Each Adult Learning Center is responsible for serving a multi-school district area. Schools districts are encouraged to contact the nearest Adult Learning Center in order to establish adult basic education classes in their district.

The public school Adult Learning Centers are:

Ada	Duncan	Lawton	Pawhuska	Tahlequah
Altus	Durant	McAlester	Ponca City	Talihina
Anadarko	Elk City	Mid-Del	Poteau	Tulsa
Ardmore	Enid	Muskogee	Pryor	Watonga
Bartlesville	Guthrie	Norman	Sallisaw	Wewoka
Chickasha	Guymon	Oklahoma City	Shawnee	Wilburton
Clinton	Hugo	Okmulgee	Stigler	Woodward
Drumright	Idabel	Pauls Valley	Stillwater	

For information regarding Adult Basic Education classes: See P.L. 100-297.
For more information, contact: Al Underwood, Lifelong Learning Section, (405) 521-3321.

High School Equivalency Certificate
General Educational Development Tests (G.E.D.)
Lifelong Learning Section

Requirements for the G.E.D.

The applicant tests at the approved G.E.D. testing site. An average score of 45 out of 80 possible points on the five G.E.D. categories, with no score lower than 40, is required to pass.

The applicant must apply in person to one of the 48 Oklahoma G.E.D. Examiners as listed below, and upon approval to test, pay a fee not to exceed \$30 to the G.E.D. Examiner, as required by State Board Regulations.

Ada	Durant	Rose State College	Shawnee
Altus	Edmond	Muskogee	Stigler
Alva	Elk City	Norman	Stillwater
Anadarko	Enid	Oklahoma City	Tahlequah
Ardmore	Goodwell	OKC Community College	Talihina
Bartlesville	Guthrie	Okmulgee	Tonkawa
Bethany	Hugo	Pauls Valley	Tulsa
Chickasha	Idabel	Pawhuska	Tulsa Jr. College
Clinton	Lawton	Ponca City	Watonga
DOC	McAlester	Poteau	Wewoka
Drumright	Miami	Pryor	Wilburton
Duncan	Mid-Del	Sallisaw	Woodward

The State Department of Education issues a Certificate of High School Equivalency to the applicant who meets the requirements. The G.E.D. certificate is an equivalency for high school graduation.

For information regarding the General Educational Development Tests: See Appendix J in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools and Oklahoma State Board [OAC 210:10-9-6] and American Council on Education Regulations. For more information, contact: Al Underwood, Lifelong Learning Section (405) 521-3321.

Child Count Procedures for 1993-94

Special Education Section
(P.L. 101-476)

November 1 - Child Count Information mailed to LEAs
December 1 - District Child Count taken at each LEA
December 6 - Child Count due to SDE, Special Education Section
January 21 - District Certification and Master Lists mailed to
LEAs for verification of Child Count
January 28 - signed District Certification due to SDE, Special
Education Section

Instructions for completion of computerized Child Count are mailed to all LEAs on November 1. This includes specific information on proper set up and data entry for Special Education Child Count.

District Child Count is taken at each LEA by district personnel on December 1. This includes name, date of birth, sex, age, race, program design, grade, primary and secondary disability areas and summer services. A computerized disk and paper copy of this information is due to the SDE by December 6.

SDE generated District Certification forms and Master Lists of student initials are mailed to LEAs by January 21. The districts verify the information for accuracy and return the signed District Certification form to the SDE by January 28.

For information regarding Child Count Procedures: See P.L. 101-476, 34 CFR 300.750 and the Policies and Procedures Manual for Special Education in Oklahoma. For more information, contact: a Special Education Section Data Team member, (405) 521-3351.

Discipline and Suspension of Students with Disabilities

Special Education Section

(P.L. 101-476, Section 504 of the Rehabilitation Act of 1973,
and the *Honig v. Doe* Supreme Court Decision)

The Office of Special Education Programs (OSEP) and the Office for Civil Rights (OCR) have summarized the procedures and requirements under the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and the *Honig v. Doe* Supreme Court Decision relating to changes in placement, for disciplinary reasons, for students with disabilities.

According to the *Honig v. Doe* Decision, if the student exhibits behavior that endangers that student or others, then the school's normal procedures for such situations may be used. The procedures specifically listed in the *Honig* Decision are: use of study carrels; timeouts; detention; and restriction of privileges.

Suggestions for addressing behavioral problems are discussed in the following SDE technical assistance documents previously disseminated by the SDE: *In the Mainstream - Cooperative Planning and Programming For Handicapped Students*; *Serving the Seriously Emotionally Disturbed Child in Oklahoma*; and *A Handbook of Alternatives to Corporal Punishment*. Discipline problems that may be anticipated or have been experienced repetitively should be addressed by the Individualized Education Program (IEP) team on an individual basis through strategies such as a behavioral intervention plan, consultation, psychological services, or reevaluation as appropriate.

If the student with a disability exhibits misconduct which warrants consideration by the LEA to suspend the student under applicable discipline policy, the following procedures shall be followed:

Suspension for 10 Consecutive School Days or Less

- If the student poses an immediate threat to the safety of self or others, school officials may temporarily remove that student for up to 10 school days. No prior determination by the IEP team of whether the student's misconduct is caused by the disability is required for this type of short-term removal.
- Such removal shall be conducted in accordance with applicable school disciplinary policy and procedure, including all due process rights afforded any student in this situation such as notice and an opportunity for the student to explain his or her view of the situation.

- During a 10-day suspension, school officials may initiate a review of the student's IEP, seek to persuade the parents to agree to an interim placement, or invoke the aid of the courts to remove a student whose parents refuse to permit any change in placement.
- If such civil action is brought by the school, the burden is on the school to demonstrate that this removal should occur because: the use of the due process hearing procedures in accordance with the IDEA would be futile or inadequate; and maintaining the student in the current placement is substantially likely to result in injury to the student or to others.

Suspension for More Than 10 Consecutive School Days

- Suspension of a student with a disability for more than 10 consecutive school days constitutes a change of placement. Before such a change in placement may be implemented, the school must first conduct a review to evaluate the child's placement. As a part of this process, the IEP team must convene and determine if the student's misconduct is a result of the disability or due to an inappropriate placement. In making this determination, the IEP team shall consider all pertinent information, including current informal and standardized assessment data. Additional assessment may be necessary before the IEP team can make this decision.
- If the student's misconduct is determined to be a result of the disability, or due to an inappropriate placement, or both, then the student shall **not** be suspended or otherwise excluded for more than 10 school days.
- If the IEP team determines that the student's IEP or placement should be changed and the parents either disagree or are not in attendance at the IEP meeting, the parents must be provided with written prior notice of these changes and be given at least 10 calendar days for response **before the changes in the IEP are implemented** (refer to requirements in the Parental Involvement section of the Policies and Procedures Manual for Special Education in Oklahoma).
- If the IEP team determines that the student's misconduct is **not** a result of the disability, nor due to an inappropriate placement, and suspension for more than 10 consecutive school days is proposed, the parents must be provided with written prior notice and opportunity for response, as necessary, **before the suspension is implemented** (refer to requirements for Written Notice in the Policies and Procedures Manual).
- Educational services shall not be terminated during a period of suspension that exceeds 10 consecutive school days. The IEP team shall determine, and record in the IEP, appropriate educational services to be provided during the suspension, including any change to a more restrictive placement before such change occurs.

- If the parents request a due process hearing to challenge this proposed suspension, the suspension may not be implemented by the school over the parents' objection until all due process hearing and judicial review proceedings have been completed.
- The school may invoke the aid of the courts to remove a student whose parents object to any proposed interim placement. Alternative placements proposed by the LEA to control the student's misconduct must be determined in accordance with the LEA's obligations to provide the student with a free appropriate public education in the least restrictive environment.

Serial Suspension

Office of Civil Rights has determined that a series of separate suspensions during the school year that total 10 school days or fewer is not considered to be a "significant change in placement." A series of separate suspensions during the school year that, in total, exceeds 10 school days is likely to be considered a "significant change in placement". Consequently, the factors that should be considered in determining whether a series of suspensions has resulted in a "significant change in placement" are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the child is excluded from school. A series of suspensions that result in a "significant change in placement" require completion of the same steps listed under "Suspension for More Than 10 Consecutive School Days" in this section.

Office of Special Education Programs (OSEP) has also provided clarification as to whether a student with a disability who is suspended for ten days, and the IEP team changes the educational placement, may be subsequently suspended for up to another ten days due to inappropriate behavior. OSEP has concluded that the "ten-day suspension clock" would start again once the placement of a student with disabilities who previously had been suspended for misbehavior has been changed through the appropriate procedures for reviewing the student's individualized education program (IEP)". OSEP further cautions, however, that cases of repeated inappropriate behavior in new placements should be carefully reviewed to determine whether appropriate educational interventions are being provided.

For information regarding Discipline and Suspension of Students with Disabilities: See Policies and Procedures Manual for Special Education in Oklahoma. For more information, contact: Special Education Section, (405) 521-3351.

SoonerStart Early Intervention Program

Special Education Section

(P.L. 102-119)

SoonerStart is an interagency collaborative program which serves infants and toddlers with disabilities 0-36 months. The State Department of Education is the Lead Agency for this program. Principal funding for this program is appropriated from the Legislature and is placed in the State Department of Education budget.

Eligibility

A child is eligible for SoonerStart services if they exhibit a developmental delay of 50% in one, or 25% delay in two or more of the following areas: cognitive, physical, communication, social or emotional development or adaptive development; or has a diagnosed physical or mental condition that has a high probability or resulting in delay, such as Down's Syndrome or Cerebral Palsy.

Services

The program is voluntary on the part of the families. The majority of services are provided to families in their homes, based on the needs the family determines as appropriate for their child. The services include, but are not limited to: physical therapy, occupational therapy, speech-language therapy, nutrition, child guidance and nursing.

There are eleven early intervention offices statewide, with 13 satellite offices.

Transition

The transition from SoonerStart to public school preschool programs is initiated six to twelve months prior to a child's third birthday. During the transition period, a comprehensive evaluation will be conducted by a SoonerStart transdisciplinary evaluation team. Any additional information needed by the LEA to determine the child's eligibility should be gathered (with parental consent) during this transition period in order to develop and implement the Individualized Education Plan (IEP) by the child's third birthday.

Parental consent must be obtained prior to the release of SoonerStart records to the LEA.

Continuation of Services

In some cases it may be appropriate for a child who has reached the third birthday to continue to be served by SoonerStart. The request for continuation of service through the early intervention program for a child 3 years of age or older must be initiated by the child's LEA. Decisions regarding such a request for services are made on an individual child by child basis, taking into consideration the following:

- the individual needs of the child and family;
- the Early Intervention Units (EIUs) staffing and service capabilities for meeting the child and family's needs (including the consideration of the number of current and projected EIU referrals);
- the family's desires and choices regarding services for their child; and
- the child's next appropriate entry point into the local public school.

By the child's third birthday, even if the child is receiving services through the early intervention program, the child's LEA is responsible for the following:

- determining whether the child is eligible; in accordance with Oklahoma's criteria for Developmental Delays, for special education and related services under Part B of the Individuals with Disabilities Education Act; and
- developing and implementing an IEP in accordance with State policies and procedures for special education.

While services to infants and toddlers with disabilities and their families are provided by the SoonerStart program, LEAs retain responsibility for conducting Child Find activities for children ages birth through 21.

For information regarding SoonerStart Early Intervention Program: See P.L. 102-119, 34CFR Part 303. For more information, contact: Cathy Perri, Special Education Section, (405) 521-3351. Brochures are available by contacting this number.

Special Education Due Process Hearings: School District Checklist

Special Education Section
(P.L. 101-476)

STEPS	FORM	TIMELINES	DATE ACCOMPLISHED
I. Request for Due Process Hearing			
A. If initiated by parent: send a copy to SDE	Letter	Immediately	
B. If initiated by district, send a copy to parents and the SDE	Letter	Immediately	
C. Send parents a copy of their rights	Form 1*	Immediately	
D. Upon request, send a copy of the child's records to the parents or designated representative.			

STEPS	FORM	TIMELINES	DATE ACCOMPLISHED
II. Attempt Settlement through Conference and/or Mediation			
A. If parents agree schedule conference with school and/or arrange mediation.	Letter	As soon as possible	
B. Set a conference/mediation date mutually convenient for the parents and the school.			
C. If the issue is resolved through this process, both parties must sign Form 2 and forward to SDE or otherwise withdraw request.	Form 2*	Immediately	

STEPS	FORM	TIMELINES	DATE ACCOMPLISHED
III. Preparing for the Hearing			
A. Hearing date & time and the name of the hearing officer will be provided by the SDE. Contact the SDE if officer impartiality is questioned.			At least: Ten calendar days prior to hearing.
B. Select a hearing site convenient to parents and large enough to seat officer, parties/counsel, tape recorder/operator. Also, arrange for nearby rooms in which to sequester witnesses.			
** The SDE will inform parents of the date and time of the hearing and the identity of the hearing officer.	Letter		At least: Ten calendar days prior to hearing.
C. Obtain "Open Hearing" request form from parents if hearing is to be open. Forward to SDE and/or Hearing Officer.	Form 4*		Five calendar days prior.
D. Insure all information has been exchanged with the parents.			Five calendar days prior.
E. Exchange copies of evidence with the parents.			Five calendar days prior.
F. Notify school witnesses, parents, and hearing officer of hearing time and place. Note: Subpoenas for witnesses or evidence must be issued by the hearing officer in time to allow receipt before the five day deadline.	Letter		Five calendar days prior.
	Letter to hearing officer		Ten calendar days prior.

STEPS	FORM	TIMELINES	DATE ACCOMPLISHED
III. Preparing for the Hearing (cont.)			
G. Arrange for the recording of the hearing. OPTIONS: (1) Court reporter or (2) District employee familiar with recording procedures and equipment. (Use external microphone and new high-quality cassette tapes.)			
IV. Hearing			
A. Upon completion of hearing, forward the tape recording to the SDE for transcription.			Mail immediately by "Return Receipt"
V. Decision			
A. If either party is aggrieved by the decision, an Appeal Review request must be made to SDE.	Form 6*	Within 30 calendar days of receipt of decision	
VI. Hearing Expenses			
A. Upon receipt of Form 5A* (Officer Expenses), obtain board approval for reimbursement.			Next scheduled board meeting.
B. Upon receipt of transcription bill, obtain board approval for reimbursement.			Next scheduled board meeting.

For information regarding Special Education Due Process Hearings: See P.L. 101-476 and Guidelines for Parents and School Administrators - Due Process in Special Education. For more information, contact: John Corpolongo, Special Education Section, (405) 521-3351.

Special Education Funding Requirements for 1993-94

Special Education Section
(P.L. 101-476)

July 1 - LEA Application for Special Education Funds in Oklahoma (Part II) and District Plan (Part I) are due for submission to the Special Education Section.

Procedures

The Special Education Section (SES) notifies each school district of the flow-through allocation following notification of Oklahoma's total grant award by the United States Department of Education. The timeline for Oklahoma's notification is determined by the United States Department of Education. This notification is usually received by the SES early during the month of June.

LEA applications for Special Education Funds (Federal) Parts I and II will be accepted after June 15 and are due by July 1.

Following approval of the application by the SES, districts will be notified of their approved budgets. Reimbursement is made in an ongoing manner upon receipt of claims. Final reimbursement claims must be received by the SES no later than the first Monday in October.

Budgets may be revised at any point during the fiscal year. No budget revision for the previous fiscal year will be accepted after June 30.

For information regarding special education funding: See P.L. 101-476, CFR 300.360 and Special Education Funding Policies and Procedures Manual. **For more information, contact:** Rebbie Wale, Jill Burroughs or a Special Education Section Finance Team member, (405) 521-3351.

SpecialNet

Special Education Section

The SpecialNet electronic communication network connects school districts to the State Department of Education as well as enables subscribers to access, communicate, and disseminate educational information through a computerized state and national database. It is operated by the National Association of State Directors of Special Education (NASDE) and GTE Educational Network Services.

The following is a list of sources of information concerning various topics of interest and pilot programs. This list is not all inclusive; it represents only a small selection of topics available.

Electronic Mail: This allows private communication to the State Department of Education as well as over 17,000 other Special Net users.

Bulletin Boards: This is the public part of the electronic mail network used to disseminate information to a large number of users. There are approximately sixty (60) state and national bulletin boards and information sources, with several important ones listed as follows:

- Oklahoma (General information format, calendars, announcements, etc.)
- OK.Employment (Statewide employment board, with open national access)
- ADA.Independent (Information concerning implementation of the Americans with Disabilities Education Act and independent living)
- CNNRoom (For educators' use in classroom follow-up lessons concerning CNN NewsRoom)
- CSPD (Comprehensive System of Personnel Development, a requirement of P.L. 101-476)
- Educ.Week.Teacher (Annotated table of the most current issues in Education Week and Teacher Magazine)
- Hill.Notes (A bimonthly report on Congressional and Executive Branch activities that affect education)
- RFP (A summary of grants and contracts issued by federal agencies in education)
- Space (Latest news and technology from NASA that is of interest in education)

Computer Conferencing: Chat (A real-time, live conversation that allows subscribers to "talk" to each other one-on-one in private conversation or in a group "meeting")

Databases: There are approximately forty (40) national data bases available for use on SpecialNet.

The State Department of Education has established a database in this system for the School Law Book and other databases are being planned for the future. In addition, pilot projects are being planned for submission of special education budget revisions through SpecialNet. Other databases include:

The Marketplace (A national database used to place job announcements)

ERIC Resources in Education (The largest education database in the world containing comprehensive education reports)

One Source Database (This one-stop database expands your searching capability and provides access to thousands of documents from expert sources)

The Special Education Section has assumed general administrative and financial leadership in the administration of the SpecialNet system in Oklahoma.

For more information, contact: Rex Howard, Special Education Section, (405) 521-4881 or GTE, 1-800-927-3000.

Investigative Audits

Auditing Section

(70 O.S. 1992, § 5-127 and 74 O.S. 1992, § 213)

Investigative audits may be performed on books and accounts of public funds.

Upon written request by the Governor, Attorney General, President Pro Tempore of the Senate, Speaker of the House of Representatives, the State Board of Education, or on petition in writing signed by twenty percent (20%) of number of votes cast in last school election, the books and accounts relating to the public funds of any school district shall be examined by the State Auditor and Inspector.

After the State Auditor and Inspector has performed an investigative audit of a school district, a copy is forwarded to the Auditing Section at the State Department of Education. A desk review of the audit findings and recommendations is performed. The school district is notified by the State Department of Education that written response is needed showing what steps the school district will take to correct any deficiencies or recommendations noted in the audit.

At its regular meeting on March 22, 1990, the State Board of Education requested that copies of all investigative audits be forwarded to each state board member.

For more information regarding Investigative Audits: See 70 O.S. § 5-127 and 74 O.S. § 213. For more information, contact: Bill Butler, Auditing Section, (405) 521-3471.

Regular and Emergency Student Transfers

Auditing Section

(70 O.S. 1992, § 8-103; 70 O.S. 1992, § 8-104 and § 8-105)

H.B. 1744 (1993 Legislation) assigns the duty of processing student transfers to the receiving school district, effective date: July 1, 1993.

Regular Transfers

Any child residing in a school district that does not offer the grade the child is entitled to pursue shall be entitled to be transferred to any school district inside or outside of the transportation area in which such student resides which offers the grade he/she is entitled to pursue.

The superintendent of the receiving school district shall grant an application for transfer of a child from the district in which the child resides if such transfer has been approved by the boards of education of both the resident and receiving districts. A student granted a regular transfer may continue to attend the school to which he/she transferred unless the receiving district subsequently disapproves the transfer. Notice of such disapproval shall be given on or before April 10th. Once a regular transfer is granted, there is no need to file yearly unless a change is necessary. Any brother or sister of such student may attend such school with the approval of the receiving district only, provided that this provision shall not apply to:

1. Emergency transfers;
2. Students transferred for the purpose of attending classes in special education;
3. Graduating seniors in counties having a population of four hundred fifty thousand (450,000) or above who were previously legally enrolled in the school district to which such student wishes to transfer;
4. Students who have transferred to the district for an early childhood education program; or
5. Students with catastrophic medical problems.

Provided, however, if the grade such child is entitled to pursue is not offered in the district where such child resides, the transfer must be approved.

Due Dates and Procedures for Regular Transfers

- February 1** - An application form specified by the State Board of Education must be filed by the parent or guardian with the superintendent of the receiving school district not later than February 1.
- March 1** - The board of education of the receiving school district shall approve or deny the application for transfer, and if approved, the superintendent of the receiving school district shall notify, in writing, not later than March 1, the clerk of the board of education of the resident school district of the board's decision on the application for transfer.
- April 10** - On or before April 10, the board of education of the resident school district shall approve or deny the application for transfer and shall notify, in writing, the superintendent of the receiving district whether the transfer application was approved or denied. If the resident school district denies the transfer application, it shall send written notice of the denial to the receiving school district by certified mail. If the resident school district fails to notify the receiving school district by the due date, the application shall be deemed approved by the receiving school district.
- May 1** - The superintendent of the receiving school district shall, not later than May 1, send written notice to the clerk of the board of education of the resident school district and the parent or guardian of the child confirming whether or not the transfer has been granted.
- August 1** - On or before August 1, it shall be the duty of the superintendent of the receiving school district to file with the State Board of Education a statement showing the names of the students granted transfers to the school district. (F-32A Form)

The parent or guardian of a child making application for transfer may appeal the decision of the board of education of either the resident or receiving school district, regarding the transfer of the child, to the district court of the county where the child resides.

Emergency Transfers

A written application for an emergency transfer designating the district to which the transfer is desired shall be made by either the parent or guardian and filed with the superintendent of the receiving school district. On an adequate showing of emergency the superintendent may make and order a transfer, subject to approval by the State Board of Education. An emergency shall include only:

1. The destruction or partial destruction of a school building;
2. The inability to furnish the grade of study the pupil is entitled to pursue;
3. The inability to offer the subject a pupil desires to pursue;
4. A catastrophic medical problem of a student, which for purposes of this section shall mean an acute or chronic serious illness, disease, disorder or injury which has a permanently detrimental effect on the body's system or renders the risk unusually hazardous; and
5. The total failure of transportation facilities previously had or contemplated.

Provided that a transfer shall also be approved when such transfer has the approval of the boards of education of both the sending and receiving districts.

Special Education Transfers

The State Board of Education regulations require three forms of documentation before an emergency special education transfer can be processed. These are:

1. Current Individual Comprehensive Evaluation
2. Categorical Eligibility Statement
3. Current Individualized Education Program (IEP)

For information regarding Student Transfers: See 70 O.S. 1992, § 8-103; 70 O.S. 1992, § 8-104 and § 8-105, and State Board of Education Policies and Procedures for Special Education. **For more information contact:** Bill Butler, Auditing Section, (405) 521-3471.

Special Students

Auditing Section/State Aid Section
(70 O.S. 1992, § 1-113 and § 18-110)

These are the procedures for reporting Enrollment/Attendance of Special Students placed in public/private residential child care or treatment facilities, pursuant to 70 O.S. 1992 § 18-110 D:

Please be reminded that school district personnel should maintain the information for each Special Student in the same manner as records maintained in accordance with the confidentiality regulations of the Individuals with Disabilities Education Act (IDEA) and Family Education Rights and Privacy.

Enrollment Procedures

1. The Providing District, immediately upon beginning to provide services, shall complete an Enrollment Report for each student placed in a public or private residential child care or treatment facility. One copy of that report shall be sent to the Resident District and one copy sent to the Auditing Section, State Department of Education.
2. The Resident District, within 10 days, shall acknowledge receipt of the Enrollment Report by signing the report and returning a copy to the Providing District and sending a copy to the Auditing Section, State Department of Education. If there is a dispute by the Resident District, as to residence, cost, etc., such dispute must be in writing and attached to the Enrollment Report and returned to the Providing District and a copy of the Enrollment Report and dispute sent to the Auditing Section, State Department of Education. Districts shall begin discussions to resolve any disputes. When disputes are resolved, notification in writing must be sent by both districts to the Auditing Section, State Department of Education.
3. If the Providing District, or the Auditing Section, State Department of Education cannot identify the legal residence for a student placed in a public or private residential child care or treatment facility, then the Providing District shall become the legal district of residence. The Auditing Section, State Department of Education, shall credit the average daily attendance/membership of each student to the Providing District. Such credits for attendance/membership will be added to the Providing District's Attendance/Membership Audit at the close of the school year.

Payment Procedures

4. Immediately upon cessation of services, the **Providing District** shall send a Final Attendance/Membership Report including an itemized claim for payment to the **Resident District** for each student placed in a public or private residential child care or treatment facility. A copy must also be sent to the Auditing Section, State Department of Education.
5. Within 60 days of receipt of the claim for payment, the **Resident District** shall deliver payment to the **Providing District**. **Both districts** must immediately notify the Auditing Section, State Department of Education, that payment has been made/received by sending a copy of the claim and warrant. At that time, Credit will be given to the Resident District for the average daily attendance/membership of the student. Such credits for attendance/membership will be added to the Resident District's Attendance/Membership Audit at the close of the school year.

Unsettled Dispute Procedures

6. Any unsettled disputes as to the appropriateness of the charges shall be referred to the Auditing Section, State Department of Education, within 60 days of receipt of the claim for payment by the **Resident District**. The Auditing Section shall resolve the dispute by determining legal obligation, and notify both districts of the resolution.
7. After a dispute is resolved, and the Resident District is determined to be legally responsible for the charges claimed by the Providing District, payment must be made by the Resident District within 120 days of the receipt of the original claim. **Both districts** must immediately notify the Auditing Section, State Department of Education, that payment has been made/received by sending a copy of the claim and warrant. Otherwise, the Auditing Section shall settle the matter by withholding the entire amount of the claim from the Resident District's State Aid and transmitting such amount to the Providing District.

For information regarding Special Students: See 70 O.S. 1992, § 1-113 and § 18-110. For more information, contact: Bill Butler, Auditing Section, (405) 521-3471 or Tom Pickens, State Aid Section, (405) 521-3460.

Disaster Assistance Program

Capital Improvement, Budget and Planning/Transportation Section
(HB 1828, § 54, 1993)

Funds to defray the cost of rebuilding public school buildings destroyed by fire or tornado as reported to the State Board of Education

The purpose of the program is to provide funds to defray the cost of rebuilding public school buildings destroyed by fire or tornado during a particular fiscal year ending on June 30. Such losses must be reported to the State Board of Education. No school district shall receive more than \$40,000 for such losses in said fiscal year, and no funds shall be disbursed to any school district in excess of actual losses less the sum of insurance coverage, federal reimbursement, and contributions for such purpose. No funds shall be disbursed to any school district to cover or offset any deductible required by such district insurance policy or contract. Since January 1, 1992, it has been the intent of the Legislature that each school district maintain adequate insurance coverage or be self-insured to adequately cover losses by fire or tornado.

For information regarding Disaster Assistance Program: See HB 1828, § 54, 1993. **For more information, contact:** Gary McElhaney, Capital Improvement, Budget and Planning/Transportation Section, (405) 521-3812.

Four-Year Capital Improvement Plan and Four-Year Capital Improvement Master Plan

Capital Improvement, Budget and Planning/Transportation Section
(70 O.S. Supp. 1992, § 18-153 and 70 O.S. 1992, § 3-104.2)

Comprehensive Local Education Plan shall be submitted May 10, 1993 and every four (4) years thereafter. 70 O.S. 1992, § 3-104.2

Timelines

Four-Year Capital Improvement Plan submittal deadline was May 10, 1993. The Four-Year Capital Improvement Master plan is completed as quickly as possible after formulation of data submitted by the May 10 deadline.

Salient Requirements/Issues/Data

The Four-year Capital Improvement Plan was developed for compatibility with the Staff Development Plan and the Curriculum Development Plan, both of which were on four-year cycles. Every four years each school district must complete and submit a capital improvement plan which covers the next four-year period, in this case, through the 1995-96 school year. This information is then entered into a computer database and is used in the formulation of the SDE's Four-Year Capital Improvement Master Plan. The Four-Year Plan instrument is one page in length and requests basic project information such as location, description and estimated cost. The length of the facility inventory depends upon the number of facilities a district operates.

SDE Actions to Date/Planned Actions

The current version of the Four-Year Capital Improvement Plan and the facility inventory instrument were mailed to all school districts in October. Once this data is returned, the master plan will be developed and presented to the State Department of Education. Once adopted by the board, copies will be made available to the Legislature and other interested parties. The financial information from the plan will also be used each year to develop the Schools Capital Improvement Budget required under 70 O.S. Supp. 1992 § 18-162.

Status/Recommendations

The Four-Year and the State Master Plan leave little doubt that a great inequity exists between various school district facilities. The passage of H.B. 1189 prohibits districts from using general fund money to build new buildings. Those districts with a low assessed valuation but increasing population will be hard-pressed to provide an adequate, positive learning environment. Either the state must provide supplemental funding tied to a "need" formula or state constitutional restrictions must be removed thus allowing greater effort at the local level.

The Four-Year Capital Improvement Plan and Four-Year Capital Improvement Master Plan: See 70 O.S. Supp. 1992, § 18-153 and 70 O.S. 1992, § 3-104.2. **For more information, contact:** Dwight Bruss, Capital Improvement, Budget and Planning/Transportation Section, (405) 521-3812.

Public School Transportation/Driver Requirements

Capital Improvement, Budget and Planning/Transportation Section
(70 O.S. 1992, § 9-101 through § 9-118)

**All school bus drivers must have
"CDL" with endorsements.**

General Requirements for school bus drivers: Prior to the operation of any school bus each person shall hold a commercial drivers license (CDL) with the proper endorsements.

Oklahoma State Board of Education regulations require all drivers to meet the following prior to the transportation of students:

Either an Emergency or Standard Oklahoma School Bus Drivers Certificate;

A Current Health Certificate on file with the supervisor of transportation of the local school district;

An acceptable driving record;

No felony conviction in the past ten years.

General Requirements for School Transportation:

All school buses must pass an annual "Class D" inspection by a duly licensed fleet inspector;

All vehicles with a designed seating capacity of ten or more passengers used to transport students to and from school and related events must meet all state and federal regulations pertaining to school bus construction and design;

A daily pre-trip inspection of each school bus shall be conducted. A written report of the condition of the buses shall remain on file with the supervisor of transportation for a minimum of ninety (90) days;

Within the first two weeks of each semester all students riding school buses shall be instructed in emergency evacuation and safe riding practices; Documentation of these drills shall be on file with the supervisor of transportation;

A written accident report shall be submitted to the State Department of Education within fourteen (14) days of all accidents;

A copy of the invoice of all new school bus purchases shall be submitted to the State Department of Education for approval.

For information regarding public school transportation: See 70 O.S. 1992, § 9-101 through § 9-118. For more information, contact: Randy McLerran, Capital Improvement, Budget and Planning/Transportation Section, (405) 521-3472.

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Public School Transportation/Provisions

Capital Improvement, Budget and Planning/Transportation Section
(70 O.S. 1992, § 9-101 through § 9-118)

State Aid paid on students transported

Any school district may provide transportation for any student from early childhood through grade twelve. Transportation can be provided for students whose homes are more than a reasonable walking distance from the school site. However, no state funds shall be paid for the transportation of a student whose residence is within 1 $\frac{1}{2}$ miles from the school.

For information regarding public school transportation: See 70 O.S. 1992, § 9-101 through § 9-118. For more information, contact: Randy McLerran, Capital Improvement, Budget and Planning/Transportation Section, (405) 521-3472.

Impact Aid Program

Financial Accounting Section

(P.L. 81-874, § 2, 3, 4, 5 and 403(1);

P.L. 93-380, § 305(b)(2) as amended by P.L. 95-561)

The Impact Aid Program provides the school districts necessary assistance to help enhance educational opportunity.

In recognition of the responsibility of the United States for certain federal activities which occur in local areas, the U. S. Congress through P.L. 81-874 provides financial assistance for those LEAs upon which the United States has placed financial burdens by reason of the fact:

1. Revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States since 1938; or
2. Such agencies provide education for children residing on federal property; or
3. Such agencies provide education for children whose parents are employed on federal property; or
4. There has been a sudden and substantial increase in school attendance as the result of federal activities.

To qualify for Impact Aid, the number of eligible students must be at least .3 percent of the total number of children who were in average daily attendance (ADA) during such year at the schools of such agency and for whom such agency provided free public education. An LEA may also qualify by having an ADA of 400 eligible students.

The unique part of the P.L. 81-874 program is that it is general aid and can be used by the district to meet the needs of the district, whatever they may be. There are no requirements on how the money is spent, with the exception of special education add-on funds. This allows an administrator to build buildings, pay for textbooks, etc.

The State Department of Education through the Financial Accounting Section:

- Reviews and retains copies of over 300 applications by January of each year. Each applicant school district submits a completed application directly to Washington, D.C.. These applications average of \$31,570,000 per year.
- Organizes and accompanies Oklahoma delegates to Washington, D. C. to secure funding for P.L. 81-874.
- Works on-site at the SDE and through correspondence with the USDE program officers in auditing and reviewing programs throughout the year.

-Provides technical assistance through direct correspondence and telephone calls to superintendents, P.L. 81-874 authorized representatives, and other interested personnel on the program, and the interpretation for payment sheets and related problems.

-Works directly with Washington, D. C., and the USDE on behalf of school districts having problems with P.L. 81-874 and furnish statistical data to the USDE on all school districts in the state. Provide the USDE a list of districts, total ADA, revenue receipts for current expenses from all sources; current expenses paid from local sources; total current expenditures; local contributions rate, per pupil cost, legal classification, grade level, total assessed valuation of property for school purposes, and school tax rate.

-Prepares informational packets for distribution and conducts workshops for approximately 300 districts to disseminate updated information and prepare applications.

For more information regarding Impact Aid Program: See P.L. 81-874, § 2, 3, 4, 5 and 403(1); P.L. 93-380, § 305(b)(2) as amended by P.L. 95-561. For more information, contact: Lu Norman, Financial Accounting Section, (405) 521-2517.

OCAS - Coding of Child Nutrition Program

Financial Accounting Section

(62 O.S. 1992, § 41.21 and 68 O.S. 1992, § 3002 and § 3003(b) and P.L. 101-453)

**New Fund "22" created for Child Nutrition Funds
-A separate appropriated fund-**

Child Nutrition Funds will be deposited into a new separate appropriated fund. The new fund will be a special revenue fund reserved exclusively for the receipts of the Child Nutrition Program including state revenue, federal revenues and local collections. The new separate fund will be under the auspice of the school district treasurer.

Child Nutrition Funds shall be used only for the benefit of the food service program.

The beginning fund balance each year, combined with all actual revenues, including collected and estimated revenues, must be appropriated before being expended. Purchase orders shall be issued against available appropriations and, once goods or services have been received, either payable or nonpayable warrants shall be issued in payment of all purchase orders. The fund shall be reported as a separate appropriated fund in all the financial reports of the school district including the Estimate of Needs and Financial Statement.

Child Nutrition financial transactions shall be coded in Fund dimension as a special revenue fund code 22.

All expenditures for the Child Nutrition Program made from the special revenue fund code 22 must use Project Reporting code dimension 385. However, for Summer Food Service Program project reporting code 768 should be used, and 769 for Child and Adult Food Care Program.

".....The statement of estimated needs shall be itemized so as to show, by classes: first, the several amounts necessary for the current expenses of the political subdivision and each officer and department thereof as submitted in compliance with the provisions of Section 2485 of this code; second, the amount required by law to be provided for sinking fund purposes; third, the probable income that will be received from all sources, including interest income and ad valorem taxes....". (O.S. 68 § 3002)

"All disbursements made from the fund in which federal monies are deposited shall be made in the same manner as those made from the general fund of the recipient government". (O.S. 68 § 3003 b paragraph 3)

A school district by board resolution may use its general fund monies to invest its funds in its own non-fundable warrants. By board resolution that investment may be forgiven by the board of the local school. (O.S. 62 § 348.1)

Questions and Answers Coding of Child Nutrition Program

1. Why is this change necessary?

"All disbursements made from the fund in which federal monies are deposited shall be made in the same manner as those made from the general fund of the recipient government". (O.S. 68 § 3003 b paragraph 3)

".....The statement of estimated needs shall be itemized so as to show, by classes: first, the several amounts necessary for the current expenses of the political subdivision and each officer and departmental thereof as submitted in compliance with the provisions of Section 2485 of this code; second, the amount required by law to be provided for sinking fund purposes; third, the probable income that will be received from all sources, including interest income and ad valorem taxes..." (O.S. 68 § 3002)

Audits have cited non compliance on tracking of federal funds and co-mingling of federal funds.

2. What do I do about my fund 51 balance?

Fund 51 (enterprise fund) will be deleted as of July 1. Very few districts in Oklahoma make a profit from their Child Nutrition Program, and do not operate as a private business, therefore, the Child Nutrition Funds have been designed as a special revenue funds account.

Fund 22 will be the new fund code for the Child Nutrition Fund. This places the Child Nutrition Funds in a special revenue fund account designating the exact purpose of the program. Child Nutrition Funds will be deposited into a new separate appropriated fund. The new fund will be a special revenue fund reserved exclusively for the receipts of the Child Nutrition Program including state revenue, federal revenues and local collections. The new separate fund will be under the auspice of the school district treasurer. Child Nutrition Funds shall be used only for the benefit of the food service program. Any interest earned in investments of the child nutrition funds must be credited back to the child nutrition account.

3. How do I purchase all my inventory and begin my payroll July 1st if I do not have enough carry-over balance to operate?

The beginning fund balance each year, combined with all actual revenues, including collected and estimated revenues, must be appropriated before being expended. Purchase orders shall be issued against available appropriations and, once goods or services have been received, either payable or nonpayable warrants shall be issued in payment of all purchase orders. The fund shall be reported as a separate appropriated fund in all the financial reports of the school district including the Estimate of Needs and Financial Statement. (O.S. 68 § 3020)

...."The amount which may be appropriated by such temporary appropriations shall in no event exceed the entire amount which the governing board, making the application, estimates will be available for the entire fiscal year for each purpose for which a temporary appropriation is requested:....."

Federal and State funds may be appropriated on your temporary appropriations based on collections from last year. Your local collections will need to be appropriated under a "Cash Fund", form 308, supplemental appropriation. If your state and federal reimbursements exceed your Estimated amount a supplemental may be filed under form 307. (O.S. 62 § 331)

Please remember you are dealing with appropriations; not cash in the bank. You may write non payable warrants, establish blanket purchase orders for supplies, etc., as you would operate your general fund account.

You may elect to have a single bank account as references in O.S. 62 § 331 - Consolidation of general and special funds---Budget accounts and funds---Appropriations---Apportionment, tracking them through fund codes, or you may elect to have a separate bank account for your child nutrition funds. State Department of Education only requires the account to be appropriated and warrants issued through the School District Treasurer.

You may by board resolution establish a bank account in your local area for local collections only and the only checks issued will be to deposit those funds with your school district treasurer. At the end of each fiscal year the balance in that account will need to be closed. No other checks may be issued from this account. This will ease the problem of districts utilizing the services of a county treasurer and travel district daily for deposits. It will also allow you to clear checks written to your district, and process insufficient checks back through the system before the funds are deposited into your appropriated account. If you elect this option, your state and federal reimbursements will be electronically transferred to the school district treasurer, local or county.

4. Can my child nutrition fund custodian continue making deposits and ordering?

Schools laws of Oklahoma only allow for one encumbrance clerk and one treasurer. A district may elect to have an assistant treasurer in which she would have the full capability of the school district treasurer. One person may not be the encumbrance clerk and the treasurer. Those offices must be held by two separate individuals.

Your child nutrition fund custodian can become your child nutrition fund specialist acting in the same capacity as your Chapter I coordinator or any special areas administrator. They can complete requisition, balance their budgets, make local collection deposits if your district elects to implement item #3 last paragraph, and fulfill all duties as the coordinator of this project. The only difference will be the purchase orders will be completed by the encumbrance clerk and the school district treasurer will register the warrants and pay for them.

5. What about my Summer Food Program and my Child and Adult Food Care Program?

All child nutrition funds will be deposited into fund 22 for purposes of paying legal obligations. All expenditures for the Child Nutrition Program made from the special revenue fund code 22 must use Project Reporting code dimension 385. However, for Summer Food Service Program project reporting code 766 should be used, and 769 for Child and Adult Food Care Program.

6. Why can't I pay my bills from my general fund and reimbursement my child nutrition fund at the end of the year? This will allow me to prevent having non payable warrants in my child nutrition account.

The above questions are our real problem on our audit at the State Department of Education. USDA regulations 93-SP-23 a bonafide loan agreement must exist at the time that the funds are transferred, and cannot be retroactively designated. Oklahoma Statutes do not allow schools to loan funds, Article 10 of the Constitution. You may appropriate funds from the general fund to cover some expenses of your child nutrition program if special revenue funds are not sufficient to cover the cost of your program.

Evaluate your program. What was collected in prior years? What was the cost of the program in prior years? If there is a deficit, choose one or two personnel and pay them from general fund. It will be a general fund expense. Code it fund 11, project 385, functions 3110, 3120, 3130, based on their job description and pay their cost. This will give us a information on excess cost of the child nutrition program.

As for non payable warrants a school district by board resolution may use its general fund monies to invest its funds in its own non-fundable warrants. By board resolution the interest from the investment may be forgiven by the board of the local school. (O.S. 62 § 348.1)

For information regarding OCAS/Child Nutrition Funds: See 62 O.S. 1992, § 41.21 and 68 O.S. 1992, § 3002 and § 3003(b) and P.L. 101-453. **For more information, contact:** Lu Norman, Financial Accounting Section, (405) 521-2517.

Oklahoma Cost Accounting System (OCAS)

Financial Accounting Section
(70 O.S. 1992, § 135.2)

**ALL school district funds must be reported.
--Revenue and Expenditures--**

All school districts must report financial transactions for all funds to the State Department of Education (SDE) utilizing Oklahoma Cost Accounting System (OCAS). Beginning with the 1991-92 school year and each subsequent school year, cost is reported by curricular subject area on all instructional programs.

OCAS provides a common financial reporting system for Oklahoma school districts that meets reporting standards for legislative purposes and federal reporting practices.

All schools submit magnetic media, one for expenditures and one for revenue, at the close of the school year to the State Department of Education inclusive of all funds.

Penalty

State Aid funds shall be reduced monthly if a district is not operating pursuant to the OCAS system. Reduction shall be one percent (1%) for the first payment, two percent (2%) for the second payment, three percent (3%) for the third payment, four percent (4%) for the fourth payment, and five percent (5%) for each subsequent payment.

Exception

The reduction may be waived by the State Board of Education if the district can demonstrate that failure to operate OCAS was due to circumstances beyond the control of the district and that every effort is being made by the district to operate the OCAS system as soon as possible.

For more information regarding OCAS: See 70 O.S. 1992, § 135.2, and Oklahoma School Finance Technical Assistance Document. **For more information, contact:** Lu Norman, Financial Accounting Section, (405) 521-2517.

Mandatory Annexation
Financial Services
(70 O.S. 1992, § 7-101.1 and OAC 210:1-2-3)

The State Board of Education shall be authorized to promulgate rules and regulations regarding the procedures necessary to accomplish mandatory annexation or consolidation.

Mandatory Annexation

1. Mandatory Annexation will be considered by the State Board of Education upon occurrence of the following situations:
 - A. When a school district has been declared "academically at-risk" pursuant to 70 O.S. 1989, § 1210.541
 - B. When a school district is nonaccredited by the State Board of Education
 - C. When a district, without officially dispensing with school, fails to open or maintain a school (except when situations beyond the control of the district cause a normal delay). Title 70 O. S. 1992, § 8-106.
2. When it comes to the attention of the State Board of Education that a local school district is facing the possibility of mandatory annexation, the State Board of Education shall provide the district with an opportunity to be heard. The State Board of Education shall notify the superintendent and each school board member of the time, date and place of the meeting. At the meeting, representatives of the school district, including patrons, shall have an opportunity to address the State Board of Education and to provide information to the Board. The President of the State Board of Education may set time limits on individual presentations and may require groups to select a representative to speak on behalf of the group.
3. When the State Board of Education determines that a local school district is to be mandatorily annexed, the following steps will be followed:
 - A. The Board will notify one or more of the potential receiving districts that they are responsible for taking an inventory of property and securing the buildings and other property of the district being mandatorily annexed. In selecting the district(s) responsible for this procedure, the State Board of Education may rely on recommendations from the State Superintendent.

- B. The State Board of Education will immediately notify the district superintendent of the Board's action.
- C. The State Superintendent shall notify the parents or legal guardians of all students in the district being annexed that they must apply for a transfer to the superintendent of the district to which they want to attend, within 10 days of the State Board of Education action to annex. The State Superintendent may require the parents to furnish a legal description of their residence at the time the transfer request is made.
- D. Once the district superintendent has received the transfer requests, she/he shall notify the State Department of Education, in writing, of the breakdown of where students are asking to attend school by transfer and provide the State Department of Education with the legal description of the residence of each student.
- E. The State Department of Education will utilize the transfer requests and legal descriptions as a guide in plotting the proposed boundary lines for dividing the annexed district. To the maximum extent possible, the preference of the students and parents shall be acknowledged.
- F. The State Department of Education will present the proposed boundary lines for division of the annexed district to the State Board of Education for approval. The proposal shall be accompanied by the legal description of the property being annexed.
- G. The assets and liabilities of the annexed district shall become part of the annexing districts. When an annexing district assumes a debt incurred by the annexed district prior to July 1, the district assuming the debt should receive a comparable portion of the assets.
- H. When two or more annexing districts are involved in the division of an annexed district, the assets and liabilities are divided by agreement between the boards of education. If the boards of education are unable to agree, the matter shall be divided by the State Board of Education.

For information regarding consolidation/annexation: See 70 O.S. 1992, § 7-101.1 and OAC 210:1-3-2. For more information, contact: Ed Winn, Financial Services Section, (405) 521-3467.

Voluntary Annexation

Financial Services

(70 O.S. 1992, § 7-101 and § 7-203)

Since the passage of the Voluntary Consolidation Act in 1989, there have been 54 districts which have voluntarily annexed or consolidated.

A school district may be annexed to another school district or to two or more school districts when approved at an election called by the State Superintendent or designee. The State Superintendent or designee shall file a resolution with the county election board, calling for the election upon receipt of resolutions from the boards of education of the school district requesting annexation and of each of the receiving districts.

The annexation election will be held by the county election board of the district being annexed, and all state election laws must be followed.

The State Superintendent or designee shall notify the county election board of the election by delivering a resolution to the secretary of the county election board not fewer than 60 days preceding the election.

Annexations shall be approved by a majority of the school district electors either (1) of an entire school district; or (2) of the affected area only, if agreed upon by the local board of education.

If annexation is approved, the designee of the State Superintendent shall within five (5) days after such election make an order declaring the annexation; the annexation shall not become effective until the time for filing an appeal has expired.

Within ten (10) days after the order of the State Superintendent or designee of the State Superintendent is made, twenty-five percent (25%) of the district electors who were eligible to vote at the annexation election may appeal to the district court of the county in which the territory proposed to be annexed, or the largest part thereof, if such territory lies in more than one county, is situated. Thereafter all proceedings shall be stayed until the district court has rendered judgment.

If the territory proposed to be annexed is situated in more than one county, the resolution shall be filed in the county in which the largest part of such territory lies by the State Superintendent or designee. If the area to be annexed constitutes less than two percent (2%) of the total area of the district and no qualified electors reside in the area, no election is required and the area may be annexed by resolution of both the losing and receiving district.

If an independent district annexes to an elementary district not maintaining a high school, both boards of education are abolished. The Governor shall appoint three members of the newly formed district to the board of education and these members shall appoint the remaining two members.

It is not legally possible to annex territory to a district that has ceased to exist.

For information regarding consolidation/annexation: See 70 O.S. 1992, § 7-101 and § 7-203. For more information, contact: Ed Winn, Financial Services Section, (405) 521-3467.

Voluntary Consolidation

Financial Services

(70 O.S. 1992, § 7-105 and § 7-201 through § 7-206)

Two or more school districts may be consolidated into a single district; adjacency is not a requirement. The Voluntary School Consolidation Act was amended to end the school consolidation fund, effective January 1, 1994.

When the consolidation of two or more school districts is proposed the State Board of Education shall conduct feasibility studies.

A feasibility study may be requested by a resolution of the board of education of one of the districts or by a petition submitted to the State Board of Education by ten percent of the voters of any district.

An election for the consolidation of two or more school districts shall be held upon:

1. A petition for consolidation signed by 40% of the school district electors of each school district included in the proposed consolidation and certified by the county election board.
2. The boards of education of the school districts included in the proposed consolidation shall request the election by resolution to the State Board of Education.

The consolidation election shall be called by the State Board of Education in accordance with the general election laws of the state. Any vote to consolidate two or more districts shall require a majority vote of those voting in each school district involved. When a majority vote is in favor of consolidation, the State Board of Education shall declare the participating school districts dissolved and the new school district established.

The State Superintendent or his/her designee shall meet with the members of boards of education of the school districts forming the new district. Current board members shall be provided an opportunity to select from their membership a board of education for the new district. The current board members shall select the number of members and designate the initial terms of service as required by law. However, if an agreement is not reached, the local board of education members representing the district having the largest number of students shall serve as board members of the new district.

On the effective date of consolidation the districts are dissolved and a new district is formed; the newly created district will be given a new district number and all agreements and policies will need to be negotiated and approved.

All liabilities, assets, powers and duties of the participating districts shall become the responsibility of the new school district, which shall be the legal successor in every respect to the school districts participating in the consolidation.

For information regarding consolidation/annexation: See 70 O.S. 1992, § 7-105 and § 7-201 through § 7-206. For more information, contact: Ed Winn, Financial Services Section, (405) 521-3467.

Formula To Calculate FTE for Underpayment/Minimum Salary

School Personnel Records Section
(OAC 210:25-3-4(e))

Full-time equivalency (FTE) is
used to calculate penalties.

Full - Time - Fewer Than Total Contract Days

$$\frac{150}{\text{Days Employed}} \text{ Divided By } \frac{180}{\text{Days Under Contract}} \text{ Equals } \underline{0.833} \text{ Times } \frac{1.000}{\text{Fraction of Day}} = \underline{0.833} \text{ FTE}$$

Using State Minimum Salary Schedule And FTE Calculated Above

	Degree B	Experience in Years 5		
	$\frac{0.833}{\text{FTE}}$	Times	$\frac{\$24,638}{\text{Minimum Salary}}$	= $\frac{\$20,523}{\text{Adjusted Salary}}$
Salary From School Personnel Report (Gross Salary Plus Fringe)				<u>\$20,490</u>
Underpaid				\$33

Part - Time - Fewer Than Total Contract Days

$$\frac{150}{\text{Days Employed}} \text{ Divided By } \frac{180}{\text{Days Under Contract}} \text{ Equals } \underline{0.833} \text{ Times } \frac{0.333}{\text{Fraction of Day}} = \underline{0.277} \text{ FTE}$$

Using State Minimum Salary Schedule And FTE Calculated Above

Degree Experience in Years
B 5

$$\frac{0.277}{\text{FTE}} \text{ Times } \frac{\$24,638}{\text{Minimum Salary}} = \frac{\$6,825}{\text{Adjusted Salary}}$$

Salary From School Personnel Report
(Gross Salary Plus Fringe)

\$6,936

Underpaid

\$0

Part - Time - Total Contract Days

$$\frac{180}{\text{Days Employed}} \text{ Divided By } \frac{180}{\text{Days Under Contract}} \text{ Equals } \frac{1.000}{\text{Times}} \text{ Times } \frac{0.571}{\text{Fraction of Day}} = \frac{0.571}{\text{FTE}}$$

Using State Minimum Salary Schedule And FTE Calculated Above

Degree Experience in Years
B 5

$$\frac{0.571}{\text{FTE}} \text{ Times } \frac{\$24,638}{\text{Minimum Salary}} = \frac{\$14,068}{\text{Adjusted Salary}}$$

Salary From School Personnel Report
(Gross Salary Plus Fringe)

\$14,061

Underpaid

\$7

For information regarding Underpayment of Teachers: See OAC 210:25-3-4(e). **For more information, contact:** Peggy Wilson, School Personnel Records Section, (405) 521-3369.

Oklahoma Annual Personnel Report

School Personnel Records Section
(70 O.S. 1992, § 18-116 and OAC Title 25-3-1)

**Teacher personnel report must be
filed to receive State Aid funds.**

Teacher FTE, Salary, Experience, And Degree Status

The Oklahoma Annual Personnel Report is the document used to gather information pertaining to certified personnel in the public schools of Oklahoma.

In August of each year the preliminary Oklahoma Annual Personnel Report (called the Pre-Print) is sent to each school district in the state. The Pre-Print includes all pertinent data for each certified employee from the previous year except gross salary, fringe benefits, salary paid by federal grants and type of federal grant. Any certified employee for whom a reason-for-leaving code was indicated during the previous year is automatically removed from the new Pre-Print report.

Each school district must verify the accuracy of the information listed for each certified person and must add the gross salary, amount paid for fringe benefits, and any amount of the salary that is paid by federal grant and the type of federal grant. Any information that is different for the current year, such as degree change, name change, fraction of the day worked, number of days employed, position change, additional years of verified accredited service in other than public schools in Oklahoma, or out-of-state schools and military service not previously verified must be changed on the Pre-Print. Those employees who did not return for the current school year must be lined-through and given a reason-for-leaving code. All newly-hired certified personnel and all pertinent information must be added to the report. When all information on the Pre-Print is verified for accuracy and all changes are made by the school district, the Pre-Print and all verifying documentation (proof-of-teaching forms, military discharge papers, official transcripts showing degree granted, etc.) must be submitted to the School Personnel Records office.

All verified changes made to each Pre-Print are entered into the State Department of Education's data system. Any teaching certificate that expired on June 30 is checked for renewal status by checking Professional Standards' certification. The Regional Accreditation Officers (RAO) are notified if a certified employee has an expired certificate and has not applied for renewal. An RAO will follow up with the local School Superintendent.

In December, the Final Oklahoma Annual Personnel Report is sent to each school district in the state. Accuracy must be verified on the data that was changed by the school district on the Pre-Print report, and make any additional corrections or revisions on any data that has changed since the Pre-Print was returned.

Salaries listed on both the Pre-Print and those changed on the Final reports are verified as to the requirements of the mandated state minimum salary schedule. At the end of March local districts are notified of any underpayments. Most discrepancies are cleared and few districts will actually have monetary penalty.

June 1 is the deadline for school districts to submit Supplemental Personnel Reports with any changes or corrections since the Final Oklahoma Annual Personnel Report was submitted.

For information regarding the Teacher Personnel Report: See 70 O.S. 1992, § 18-116 and OAC Title 25-3-1. For more information, contact: Peggy Wilson, School Personnel Records Section, (405) 521-3369.

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State Minimum Teacher Salary Schedule 1993-94

School Personnel Records Section
(70 O.S. 1992, § 18-114.6)

Certified personnel shall not be paid
less than minimum salary.

Years of Experience	Bachelor's Degree	Master's Degree	Doctor's Degree
0	\$ 22,260	\$ 23,366	\$ 24,472
1	23,421	24,527	25,633
2	23,753	24,859	25,965
3	23,974	25,080	26,186
4	24,306	25,412	26,518
5	24,638	25,744	26,850
6	24,859	25,965	27,071
7	25,191	26,297	27,403
8	25,412	26,518	27,735
9	25,744	26,850	27,956
10	25,965	27,071	28,177
11	26,297	27,403	28,509
12	26,518	27,624	28,730
13	26,850	27,956	29,062
14	26,961	28,067	29,173
15	27,292	28,398	29,504

Position Code

*71 = Minimum Salary + \$2,400/year for a 12 month
contract

*72 = Minimum Salary + \$2,000/year for a 10 month contract

*73 = Minimum Salary + \$2,000/year for a 10 month contract

**88 = Minimum Salary + 5%

*Codes 71-73 salary distribution per the policies and procedures manual of the Oklahoma State Department of Vocational Technical Education.

**Code 88 salary distribution mandated by the Oklahoma Statutes 1991, 70 O.S. § 13-110.

For information regarding Minimum Teacher Salaries: See 70 O.S. 1992, § 18-114.6.
For more information, contact: Peggy Wilson, School Personnel Records Section, (405) 521-3369.

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Driver Education

State Aid Section

(70 O.S. 1992, § 19-113 through § 19-121 and 70 O.S. 1992, § 1210.34 and § 1210.35)

Driver Education reimbursement is up to \$65.00 per student based on actual cost of program.

Background Information

The State Superintendent Garrett conducted the reorganization of Driver Education in May of 1992. This restructuring process reduced the number required forms to four and further streamlined the procedures for Driver Education reimbursement, effecting the 1991-92 school year. On July 1, 1992, the Driver Education program was assigned to the State Aid Section of the Financial Services Division. For the past three years, the state funding for driver Education has been \$1,720,000 annually.

Activity to date

As of June 1, 1993, 298 school districts have received \$1,595.665 reimbursement for the 1991-92 fiscal year. The guidelines for the 1993-94 fiscal year are even more efficient, with assistance from a Driver Education Committee composed of current and former instructors.

In July, 1993, the Driver Education Certificate of Enrollment/Completion cards and the form packets will be mailed to the school districts. Enclosed in the packets will be the annual Instructor Certification, Assurances and Permit (ICAP) forms, the Reimbursement Worksheet, the Application for Prior Year Reimbursement, and the Monitoring Report.

By August, the instructor's annual ICAP form should be submitted to the Department of Education. If the instructor is certified in Driver Education, the ICAP is approved. Then the ICAP is forwarded to the Department of Public Safety to verify the instructor's Driver Education Permit and driving record. After both agencies approve the ICAP, the requirements to teach Driver Education have been met by the instructor. If either agency denies approval, the ICAP form is returned to the school district, which means the instructor has not met the qualifications.

The Driver Education Worksheet and Application for Prior Year Reimbursement are due to the State Aid section by October 15, 1993. Payment to the districts for the 1992-93 fiscal year is scheduled for January 1994. The Monitoring Report is to be completed and signed by the school district superintendent and the Regional Accreditation Officer (RAO). This form will be submitted to the State Aid Section to complete the 1993-94 fiscal year.

For more information regarding Driver Education: See 70 O.S. 1992, § 19-113 through § 19-121 and 70 O.S. 1992, § 1210.34 and § 1210.35. **For more information, contact:** Tom Pickens, State Aid Section, (405) 521-3460.

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Midterm Supplement
State Aid Section
(70 O.S. 1992, § 18-200, Paragraph C)

School districts with student growth may
qualify for supplemental funding.

Supplemental funding is requested annually by the State Board of Education, from the Legislature to flow additional monies to growing school districts. District membership of September 15 is reviewed as reported on the October 1, accreditation report. Any district with membership growth of greater than 1.5% as compared with the higher average daily membership of the last two years is eligible for midterm supplemental funding.

Usually, funding is considered by the Oklahoma State Legislature during each regular session. The amount of funding is based upon audited data collected after October 1, but before the beginning of the legislative session. Should funding for Midterm Supplement be less than the necessary amount, funding to all qualifying school districts will be prorated based upon available funds.

For more information regarding Midterm: See 70 O.S. 1992, § 18-200, Paragraph C. For more information, contact: Tom Pickens, State Aid Section, (405) 521-3460.

Special Education Assistance Fund

State Aid Section

(70 O.S. 1992, § 13-114.1 through § 13-114.4)

Additional State Aid will be paid for qualifying students.

This is a state appropriated fund to assist local school districts in meeting the exceptional cost of providing educational services of certain special education students. Funding is to be "current" and be available after school districts have documented the need. Applications are available from the State Aid Section. Funding for this particular line-item during FY94 is \$500,000.

Funds are paid by semester. Applications are available through the State Aid Section. Payments will be made on the actual cost for those students for whom the educational cost exceeds the typical state aid formula plus other funding from other state agencies. Funding is earmarked for those students previously institutionalized. Those students for whom no resident district can be identified may also access any remaining funds.

For more information regarding the Special Education Assistance Fund: See 70 O.S. 1992, § 13-114.1 through § 13-114.4). For more information, contact: Tom Pickens, State Aid Section, (405) 521-3460.

State Aid

State Aid Section

(70 O.S. 1992, § 18-200 and § 18-201)

Major source of funding for school districts --State Aid formula and other line-item appropriations--
--

The allocation and distribution of State Aid is a process which requires numerous data from reports such as the school district Expenditure Report, Annual Statistical Report, Estimate of Needs and Financial Statement, and the Attendance/Membership Audit. The State Aid formula is based on the higher of the past two years average daily membership and is the largest source of funding for a typical school district. Other State Aid sources would include:

Alternative and High Challenge Education
Driver Education
Homebound
Library Resources

Psychometric Services
Small School Cooperatives
Staff Development
Teacher Consultant

The State Aid formula is stipulated in the statutes in 70 O.S. 1992, § 18-200 as last amended by the FY94 appropriation bill, H.B. 1828. A summarization of the State Aid formula used to calculate the distribution of state dollars is on the next page.

The original allocation of State Aid is made by early August. A Notice of Allocation is forwarded to the school district superintendent, county clerk, school district treasurer or county treasurer and clerk of the board. Appropriated money is apportioned in eleven monthly payments and processed through the Office of State Finance. Warrants are mailed to school districts near the end of each month.

For information regarding State Aid: See 70 O.S. 1992, § 18-200 and § 18-201. For more information, contact: Tom Pickens, State Aid Section, (405) 521-3460.

FORM FOR CALCULATING STATE AID FOR 1993-94

Foundation Aid

Weighted ADM _____ x F.A. Factor \$1139.00 = \$ _____ (%)

SUBTRACT CHARGEABLE INCOME

(Valuations: Up to 11% - Down to 11%)

1992 Net Assessed Valuation

Adjusted Valuation x 15 Mills _____ x .015 = \$ _____

(1991-1992 Collections of)

75% of County 4 Mill _____ = \$ _____

School Land _____ = \$ _____

Gross Production _____ = \$ _____

Motor Vehicle Collections _____ = \$ _____

R.E.A. Tax _____ = \$ _____

Total Chargeables _____ Total = \$ _____ (2)

Foundation Aid (Amount (1) Less Amount (2)) _____ = \$ _____ (3)

(Zero if Less Than Zero)

ADD THE FOLLOWING

Transportation: (A.D.H. x Per Capita) (Transp. Factor)

_____ x _____ x 139 Total = \$ _____ (4)

Salary Incentive Aid

A. \$55.12 Incentive Aid Guarantee x _____ = \$ _____
(Dist. Weighted ADM)

B. _____ Adjusted District Assessed Valuation + 1000 = \$ _____

C. Step A (-) Step B \$ _____

Step C x Mills Levied Above 15 (20) = Salary Incentive Aid = \$ _____ (5)

Basic Formula Amount (Amount 3 + 4 + 5) = \$ _____ (6)

If District was not a Supplement District during 1991-92, Enter Amount (6) at Amount (8), otherwise Complete the Calculation below:

1992-93 Supplement _____ (A)

1993-94 Basic Formula _____ (B)

1992-93 Basic Formula _____ (C)
(Zero if Less Than Zero)

DIFF = (B) Minus (C) _____ (D)

State Aid Supplement [Amount (A) Minus (D)] = \$ _____ (7)

Total State Aid (Amount 6 + 7) 120 = \$ _____ (8)

State Aid Penalties/Adjustments

State Aid Section
(See Below for Statutory References)

State Aid may be reduced if certain
statutory provisions are not met.

From time to time, it is necessary to make certain adjustments or to assess certain penalties that effect the allocation of State Aid to the various school districts. When such adjustments or penalties are applied, a Notice of Reallocation is forwarded to each school district effected by such adjustments. The listing that follows indicates the various reasons for which State Aid might be adjusted.

Minimum Teacher Salaries Assessed on October Payment of State Aid
(OAC Title 25-3-4)

Noncertified Teachers Assessed on October Payment of State Aid
(OAC Title 25-3-4)

Reports Must Be Filed: Assessed as Needed
(70 O.S. 1992, § 3-104)

June 15 - Annual Statistical Report
(70 O.S. 1992, § 5-128)

September 15 - Expenditure Report for Previous Fiscal Year
(70 O.S. 1992, § 5-128)

February 15 - Annual Report for Certified Personne
(70 O.S. 1992, § 18-116)

Per Pupil Revenue in excess of 300% Assessed on Original Allocation in July
(70 O.S. 1992, § 18-200)

Per Pupil Revenue in excess of 150% Assessed on Original Allocation in July
(70 O.S. 1992, § 18-201)

General Fund Carryover Penalty Assessed on March Payment of State Aid
(70 O.S. 1992, § 18-200 and § 18-201)

Class Size Penalties Assessed on October Payment of State Aid
(70 O.S. 1992, § 113.1 and § 113.2)

Administrative Cost Penalty Assessed on March Payment of State Aid
(70 O.S. 1992, § 18-124)

Oklahoma Cost Accounting System Penalty for Nonimplementation Assessed as Needed
(70 O.S. 1992, § 5-135.2)

Special Student Adjustments:

Attendance/Membership Added to Audit/State Aid in November
(70 O.S. 1992, § 18-110D)

Fee Adjustments Adjustments to State Aid in January
(70 O.S. 1992, § 18-110D)

For information regarding State Aid Penalties and Adjustments: See Oklahoma School Finance Technical Assistance Document. For more information, contact: Tom Pickens, State Aid Section, (405) 521-3460.

The Oklahoma Commission on School and County Funds Management

State Aid Section
(70 O.S. 1992, § 5-136.1)

**Cash Management: Short-term borrowing
--Applications available from State Aid Section--
--Applications due in December--**

School districts, vocational-technical districts, and county governments, may borrow money on a short-term basis to meet projected monthly cash-flow funding needs for a particular fiscal year by applying to The Oklahoma Commission on School and County Funds Management in December of each year. Districts and county governments draw on these funds during periods when revenue is low. Also, when the funds are not being used, interest is earned to lower the borrowing cost.

Short-term cash management means any borrowing or any method employed by a school district or county to obtain funds in advance of the receipt of tax revenue, and shall include, but not be limited to, the issuance of certificates of indebtedness, certificates of participation, tax-anticipation notes, bonds, notes, or any other evidence of indebtedness. It shall not include debt issued pursuant to a vote of the electors of the school district or county pursuant to the Constitution.

The Oklahoma Commission on School and County Funds Management consists of the State Superintendent of Public Instruction, the Director of the State Department of Vocational and Technical Education, and the State Bond Advisor.

For information regarding The Oklahoma Commission on School and County Funds Management requirements: See 70 O.S. 1992, § 5-136.1. For more information, contact: Tom Pickens, State Aid Section, (405) 521-3460.

Underage Student

State Aid Section
(70 O.S. 1992, § 1-114)

Any student who has not reached the age of five (5) on or before September 1 of the school year may be eligible to attend Kindergarten.

Is an underage child eligible to enroll in kindergarten in a resident district or a district other than his/her own resident district?

Yes, the underage student may be admitted to the resident school district. If the student is not a resident of the school district, the student may be enrolled if class size permits (1993-94 limit - 20 students per teacher) and the proper tuition fee has been paid in advance as set by local school board policy. If the State Board of Education determines that such attendance has been allowed without prior payment of the tuition fee in advance as required, no further payment of any State Aid funds shall be made to the district until such district has shown to the satisfaction of the State Board of Education that all such tuition fees have been paid or that such student will no longer be allowed to attend school until the required tuition fee has been paid [70-1-114 or School Laws of Oklahoma, Section 15, Page 7]. Note: All school districts were required to offer kindergarten last school year, 1991-92 [70-10-105].

If the underage child completes kindergarten then moves to another school district, is that child eligible to enroll in first grade tuition-free?

No, AG opinion number 76-132 states: Where tuition has been paid to permit underage child to attend kindergarten in a school district, child is not entitled to attend first grade free of charge in another district where he does not meet general minimum age for free first grade attendance.

For more information regarding Underage Students: See 70 O.S. 1992, § 1-114. **For more information, contact:** Tom Pickens, State Aid Section, (405) 521-3460.

Election and Training Requirements for School Board Members

Entry-Year/Continuing Education Section
(70 O.S. § 5-107A, § 5-110, § 5-111, and § 5-119)

Eligibility requirements for school board candidates.
Filing and election dates.
Training requirements for school board members.
Record keeping.

Eligibility Requirements

1. Candidate must have been a registered voter within geographical boundaries of election district for six months preceding first day of filing period.
2. Candidate must have a high school diploma or certificate of high school equivalency.

Filing and Election Dates

1. Candidates file first Monday through following Wednesday in December.
2. Annual school election is held on the second Tuesday in February.
3. Run-off election is held first Tuesday in April between the two candidates with the highest number of votes if no candidate receives 50 percent of the votes cast in the first election.

Training Requirements

1. Newly Elected Member Requirements
 - A 2-day New School Board Member Workshop (NSBMW) conducted by the State Department of Education (SDE) specifically for new members--certificate of completion shall be included in the public records of the school board's minutes **or**
 - Twenty hours of other SDE approved workshops for new school board members.
2. Incumbent/Reelected Member Requirements
 - If the NSBMW is verified as completed in any previous term, only a 6-hour workshop approved by the SDE must be completed within 13 months of reelection.
 - If no NSBMW is verified, same requirements as newly elected member.
3. Continuing Education Requirement/Candidate for Reelection

- Fifteen hours of SDE approved workshops in any full term of service in order to be a candidate for reelection.

School District Records

1. The Annual School Board Membership Report must be submitted to the SDE after reorganization of the board, which shall occur at the first regular, special, or emergency meeting after election is certified.
2. Members' completion of NSBMW must be recorded in local board minutes.

State Department of Education Records

1. In March, the SDE mails an Annual School Board Membership report form to each school district.
2. SDE records continuing education points of members and maintains open permanent records for review, if requested.
3. SDE maintains record of members' diplomas or certificates of equivalency.
4. SDE sends a status report of member's points to each local board member three times a year.

Penalties

1. If a board member has not satisfied the new school board member workshop requirement for newly elected or incumbent members, the local board shall declare the seat vacant and fill the vacancy according to law.
2. If a board member does not satisfy the requirement of the completion of 15 hours of continuing education during a full term of office, the member shall be ineligible to run for reelection to the school district board of education.
3. A position on the board of education of any school district shall automatically become vacant upon the failure of a person who has been elected or appointed thereto to qualify within 30 days after his election or appointment or the beginning of his term of office, whichever occurs first.

For information regarding school board member training: See 70 O.S. § 5-107A, § 5-110, § 5-111, and § 5-119; 26 O.S. § 13A-106; State Board of Education Regulations For School Board Members, February 1993. **For more information, contact:** Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-4527.

Oklahoma First Year Superintendents

Professional Services Division

For certification purposes the Oklahoma First Year Superintendents must attend 11 days of professional development conducted by the State Department of Education.

The State Board reaffirms its commitment to provide support and services to school superintendents in Oklahoma. To assist first-year superintendents in the state in providing their respective districts with maximum leadership, efficient management, and strong educational programs, the following professional development requirements shall be met by each superintendent employed for the first time in the State of Oklahoma as a district superintendent:

1. Meet qualifications for a Provisional or Standard School Superintendent Certificate.
2. During the first year as a Superintendent, attend the following eleven (11) days of professional development training seminars:
 - 1 day: Attend a regular meeting of the Oklahoma State Board of Education
 - 2 days: Attend the Annual Summer Conference for School Superintendents
 - 8 days: Attend State Department of Education professional development training seminars scheduled throughout the school year.
 - Superintendent/Board of Education Relationship
 - Legal Issues/School Law/Open Meeting Laws
 - Staff Relationship
 - Community Relationship
 - School Finance
 - Plant Management/School Facilities
 - Setting School District/Site Goals

The Standard or Provisional School Superintendent Certificate issued for the first year of employment as a district superintendent shall be considered invalid for the second year if the certificate holder has not met all the requirements identified above prior to the second year of employment as a district superintendent. Any district superintendent employed after the summer conference has been offered shall enter the program at the point of employment and shall attend all training requirements as listed above. Verification of training shall be submitted to the director of the program at the State Department of Education. A certificate will be provided to superintendents upon completion of the training requirements.

For information regarding Oklahoma First Year Superintendents: See State Board of Education Regulations in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools, Appendix F. **For more information, contact:** Ramona Paul, Professional Services Division, (405) 521-4311.

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**Higher Education Coordinators Designated to Identify the Higher
Education Member of the Entry-Year Assistance Committee**

1993-94

Entry-Year/Continuing Education Section

**Districts must contact Oklahoma higher
education institution coordinator when they
employ an entry-year teacher.**

Bartlesville Wesleyan College
Ms. Mary Maness
Education Division
Bartlesville Wesleyan College
2201 Silver Lake Road
Bartlesville, Oklahoma 74006
918-333-6151, ext. 304

Cameron University
Dr. Billye Van Schuyver
Dean, School of Education and Behavioral
Sciences
Cameron University
Lawton, Oklahoma 73505
405-581-2339

East Central University
Dr. Jack Paschall
Director of Field Experiences
East Central University
Ada, Oklahoma 74820
405-332-8000, ext. 327

Langston University
Mrs. Villetta Partridge, Coordinator
Entry-Year Assistance Program
School of Education and Behavioral
Sciences
Langston University
Langston, Oklahoma 73050
405-466-3266

Mid-America Bible College
Dr. Norma Scudder
Director of Teacher Education
Mid-America Bible College
3500 Southwest 119th Street
Oklahoma City, Oklahoma 73170
405-691-3800, ext. 156

Northeastern State University
Dr. Ken Collins, Head
Department of Teacher Education
Northeastern State University
Tahlequah, Oklahoma 74464
918-456-5511, ext. 3708

Northwestern Oklahoma State University
Dr. James Bowen
Director of Teacher Education
Northwestern Oklahoma State University
P.O. Box 205
Alva, Oklahoma 73717
405-327-1700, ext. 266

Oklahoma Baptist University
Mrs. Judy Taylor
Assistant Professor of Education
Oklahoma Baptist University
P.O. Box 61771
Shawnee, Oklahoma 74801
405-878-2244

**Oklahoma Christian University of
Science**

and Arts

Dr. Gary L. Shreck
Director of Field Experiences
Oklahoma Christian University of
Science
and Arts

Box 11000
Oklahoma City, Oklahoma 73136
405-425-5431

Oklahoma City University

Dr. Donna Richardson, Coordinator
Entry-Year Assistance Program
Oklahoma City University
2501 North Blackwelder
Oklahoma City, Oklahoma 73106
405-521-5371

Oklahoma Panhandle State University

Dr. James Satterfield
Director of Teacher Education
Oklahoma Panhandle State University
P.O. Box 430
Goodwell, Oklahoma 73939
405-349-2611, ext. 227

Oklahoma State University

Dr. N. Jo Campbell, Coordinator
Entry-Year Assistance Program
College of Education
Oklahoma State University
101 Gunderson Hall
Stillwater, Oklahoma 74078
405-744-6253

Oral Roberts University

Dr. Earl N. Van Eaton
Director of Teacher Education
Oral Roberts University
7777 South Lewis
Tulsa, Oklahoma 74171
918-495-6590

Phillips University

Dr. Jan McDonald
Director of Teacher Education
Phillips University
Enid, Oklahoma 73702
405-237-4433, ext. 381

Southeastern Oklahoma State University

Ms. Cheryl Jackson
Director of Teacher Education Services
Southeastern Oklahoma State University
Durant, Oklahoma 74701
405-924-0121, ext. 229

Southern Nazarene University

Dr. Wayne Murrow
Director of Teacher Education
Southern Nazarene University
6729 Northwest 39th Expressway
Bethany, Oklahoma 73008
405-491-6317

Southwestern Oklahoma State University

Dr. Jim Kitchens, Coordinator
Entry-Year Assistance Program
Southwestern Oklahoma State University
100 Campus Drive
Weatherford, Oklahoma 73096
405-772-6611, ext. 3148

University of Central Oklahoma

Dr. J. W. Weatherford, Coordinator
Entry-Year Assistance Program
University of Central Oklahoma
Edmond, Oklahoma 73034
405-341-2980, ext. 5710

University of Oklahoma

Dr. Michael Angelotti, Head
Division of Teacher Education
University of Oklahoma
820 Van Vleet Oval
Norman, Oklahoma 73019
405-325-1081

**University of Science and Arts of
Oklahoma**

Dr. Donna Siegel, Coordinator
Entry-Year Assistance Program
University of Science and Arts of
Oklahoma
P.O. Box 82345
Chickasha, Oklahoma 73018
405-224-3140, ext. 220

The University of Tulsa
Dr. Shirley Robards
Director of Field Experiences
The University of Tulsa
600 South College
Tulsa, Oklahoma 74104
918-631-2313

Minimum Criteria for Evaluation of Effective Teaching and Administrative Performance

Multicultural Equity/Counseling Section
(70 O.S. § 6-101.10 and § 6-101.11)

All personnel responsible for evaluating certified personnel are required to attend two days of training conducted by The State Department of Education.

Requirements for Minimum Criteria Training

1. All personnel designated by the local board to conduct the personnel evaluations of teachers and administrators shall be required to participate in training conducted by the State Department of Education prior to conducting such evaluations.
2. The local district is responsible to register new administrators for the Minimum Criteria Training by contacting the State Department of Education.
3. Refusal by a local school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until such compliance occurs.

Requirements for Evaluation of Certified Personnel

1. Every board of education shall have established a written policy of evaluation which shall be based upon a set of minimum criteria developed by the State Board of Education.
2. Except for superintendents, who shall be evaluated by the local school board, all certificated personnel, including administrators, shall be evaluated by certificated administrative personnel designated by the local school board.
3. Every probationary teacher shall be evaluated at least two (2) times: once prior to November 15 and once prior to February 10. A "Probationary teacher" is a teacher who has completed fewer than three (3) consecutive complete school years in such capacity in one school district under a written teaching contract.
4. Every career teacher shall be evaluated once every year. A "Career teacher" is a teacher who has completed three (3) or more consecutive complete school years in such capacity in one school district under a written teaching contract.

For information regarding Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance Training: See 70 O.S. § 6-101.10 and § 6-101.11. **For more information, contact:** Shirley Martinson, Multicultural Equity/Counseling Section, (405) 521-2841.

Oklahoma State Teacher of the Year

Entry-Year/Continuing Education Section

Process for selecting local Teacher of the Year.

Process for selecting Oklahoma State Teacher of the Year.

Process for selecting National Teacher of the Year.

The Oklahoma State Teacher of the Year Program is coordinated through the office of the State Superintendent of Public Instruction, Sandy Garrett. The program is in conjunction with the National Teacher of the Year Program that is sponsored by the Council of Chief State School Officers and Encyclopaedia Britannica Company.

Local Teacher of the Year Selection Process

The local staff development committee determines the selection process and announces the local teacher of the year.

The committee assists the teacher of the year in preparing a portfolio to submit to the State Department of Education on or before May 15.

Regional Selection Process

Regional selection committees meet in June to review portfolios and select 12 finalists from the four regions.

State Selection Process

A state selection committee will interview the 12 finalists, review their portfolios, and view their video tape of classroom teaching. The state selection committee recommends their nomination for Oklahoma State Teacher of the Year to the State Superintendent of Public Instruction.

The State Superintendent of Public Instruction announces the Oklahoma State Teacher of the Year during a recognition ceremony in September/October.

The State Superintendent of Public Instruction presents the Oklahoma State Teacher of the Year to the State Board of Education in September/October.

National Teacher of the Year Selection Process

The State Superintendent of Public Instruction will nominate the Oklahoma State Teacher of the Year to the Chief State School Officers National Teacher of the Year Award Program on or before November 12, 1993.

The National Selection Committee will meet and select four finalists in December 1993. Announcement of the 1994 National Teacher of the Year will be in April 1994.

For more information, contact: Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-4527.

Requirements for Local Staff Development Programs

Entry-Year/Continuing Education Section
(70 O.S. § 3-104.2, § 6-150, § 6-158, and § 6-154.1)

The Staff Development committee shall submit a 4-year Staff Development Plan to the local board of education.

The approved 4-year plan is submitted to the State Department of Education by May 10.

Annually the Staff Development committee reviews and updates the 4-year Staff Development Plan.

All certified teachers and administrators shall complete required inservice training and accrue staff development points annually.

Responsibilities for Establishing a Staff Development Plan

Once every four years, the local board of education shall approve a Staff Development Plan as part of a Comprehensive Local Education Plan (CLEP).

The Staff Development Plan within the Comprehensive Local Education Plan shall be submitted by each school district to the State Board of Education on or before May 10, 1993, and every four years thereafter on or before May 10.

Each school district shall review and update the plan annually.

Establishing a Staff Development Committee

- The staff development committee shall be appointed by the local board.
- The committee shall include teachers, administrators, and parents.
- A majority of the members shall be classroom teachers.
- The teacher members shall be selected from a list of names submitted by the bargaining agent, where one exists.
- In the absence of a bargaining agent, the teachers will elect a list of names to be submitted to the local board of education.

Mandated Inservice Training

All certified teachers and administrators shall be required, on a periodic basis, to complete training in:

- Outreach to Parents.
- Multicultural Education.
- Outcomes-Based Education, including Curricular Standards and Specific Learner Outcomes.

Staff Development Points

All certified and licensed teachers and administrators shall accrue at least 75 staff development points approved by the staff development committee within a 5-year period, with at least some points accrued each year.

- One point shall be equivalent to one clock hour of staff development activities.
- One semester hour of approved college credit shall be equivalent to 15 staff development points.

New Legislation, 1993

- A teacher or administrator who is not employed as a teacher or administrator and holds a valid Oklahoma Standard Teaching Certificate may satisfy requirements for renewal of the Standard Teaching Certificate by completing 75 points in staff development programs, conferences and seminars approved by an Oklahoma public school district.
- Higher education courses are included in staff development. One semester hour of college credit is equivalent to 15 staff development points.
- A combination of staff development points, higher education credits and/or teaching experience may be used for renewal of a valid standard teaching certificate

For information regarding staff development requirements: See 70 O.S. § 3-104.2, § 6-150, § 6-158, and § 6-154.1; State Board of Education Regulations for Local Staff Development Programs, February 1993. **For more information, contact:** Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-4527.

Requirements for Oklahoma Teacher Incentive Pay Plan

Entry-Year/Continuing Education Section
(70 O.S. § 5-141.2 and § 5-141.3)

A school district may adopt a Teacher Incentive Pay Plan (TIPP).

If 20 percent of the classroom teachers petition the board by March 1 for a TIPP, the board shall adopt a TIPP.

If a plan is adopted, it must be submitted to the State Department of Education by March 1.

Responsibilities of the Local Board In Adopting a Teacher Incentive Pay Plan

Each school district board of education may adopt an academically based, district incentive pay plan for the district's classroom teachers.

If 20 percent of the classroom teachers present a petition calling for the adoption of a teacher incentive pay plan, the local board shall adopt a district incentive pay plan.

If the local teacher incentive pay plan is initiated by petition from the classroom teachers, the petition shall be submitted to the local board of education on or before November 15 prior to the school year preceding implementation.

Local Board Responsibilities for Formulating A Local Teacher Incentive Pay Plan

The local school board shall appoint an advisory committee consisting of teachers, parents, business persons or farmers and other local citizens to advise the board in formulating an incentive pay plan.

The local board of education shall provide for a local evaluation committee which shall advise the board on which teachers are to receive incentive pay awards and amounts of each incentive pay award according to the plan.

If the local board adopts a teacher incentive pay plan, they shall submit the teacher incentive pay plan on or before March 1 of any given year to the State Department of the Education.

For information regarding the teacher incentive pay plan: See 70 O.S. § 5-141.2 and § 5-141.3. **For more information, contact:** Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-4527.

Requirements for the Entry-Year Assistance Program

Entry-Year/Continuing Education Section
(70 O.S. § 6-152 and § 6-155)

Licensed teachers with zero years of teaching experience are required to participate in the Entry-Year Assistance Program.

Teachers with zero years of teaching experience who hold a certificate, not a license, shall have a teacher consultant only.

Responsibilities of the Local School District

1. Contact the Entry-Year Section of the State Department of Education to order an Entry-Year Assistance Program Packet, (405) 521-3607.
2. Make initial contact with the appropriate Oklahoma higher education institution coordinator regarding the entry-year teacher that has been employed by the district. Refer to the Higher Education Coordinators list.
3. Set the date and time for the first entry-year assistance committee meeting. The first committee meeting shall be held within 20 days of the entry-year teacher entering the classroom.
4. Distribute a packet to the administrator on each committee.
5. Within at least 10 teaching days after the beginning teacher enters the classroom, the teacher consultant shall be assigned.
6. Mail Form 002 to the State Department of Education after first committee meeting.
7. Mail Form 003 to the State Department of Education after April 10.

Requirements for Participating In the Entry-Year Assistance Program

1. Every teacher with zero years of teaching experience shall participate in the Entry-Year Assistance Program during the initial year of teaching in an accredited school under the guidance and assistance of an entry-year committee in order to qualify for an Oklahoma teaching certificate.
2. The Entry-Year Assistance Committee shall consist of a teacher consultant, an administrator, and a teacher educator in an institution of higher learning.

3. The Entry-Year Assistance Committee shall:

- Assist the entry-year teacher during the initial year of teaching and specifically focus on all areas of classroom management.
- Make a recommendation regarding certification.
- Make a recommendation for a staff development program for the following year.

For information regarding the Entry-Year Assistance Program: See 70 O.S. § 6-152 and § 6-155; State Board of Education Regulations for the Entry-Year Assistance Program in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools, Appendix E. For more information, contact: Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-3607.

Requirements for the Teacher Consultant Program

Entry-Year/Continuing Education Section

(70 O.S. § 6-152 and § 6-155)

A Teacher Consultant shall be assigned to every beginning teacher with zero years teaching experience. The Teacher Consultant is a member of the Entry-Year Assistance Committee.

Teacher Consultant

A Teacher Consultant must:

- hold a standard certificate
- be a classroom teacher
- have a minimum of two years of classroom teaching experience as a certified teacher.
- provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation.

Selection of a Teacher Consultant

1. A Teacher Consultant shall be selected by the principal from a list submitted by the bargaining unit, where one exists.
2. In the absence of a bargaining agent, the teachers shall elect the names to be submitted.
3. The Teacher Consultant shall be selected within at least 10 days after the beginning teacher enters the classroom.
4. No teacher may serve as a Teacher Consultant for more than one entry-year teacher at a time.

Teacher Consultant Stipend

1. Each Teacher Consultant must be coded as such in column 13 on the certified personnel report.
2. The teacher consultant shall be paid a stipend not to exceed \$500.

For information regarding the Teacher Consultant Program: See 70 O.S. § 6-152 and § 6-155; State Board of Education Regulations for Teacher Consultant Program in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools, Appendix D. For more information, contact: Linda Ruhman, Entry-Year/Continuing Education Section, (405) 521-3607.

Martin Luther King, Jr. Holiday Commission Contest/Scholarship

Minority Teacher Recruitment Center Section
(Executive Order 92-1)

The Martin Luther King, Jr. Holiday Commission Contest/Scholarship is a cooperative statewide endeavor between the Holiday Commission and the State Department of Education (SDE).

The SDE

- publishes the contest guidelines used to notify Oklahoma public and private schools
- accepts and reviews entries
- notifies winning contestants

The Commission finances the prizes, which includes U.S. Savings Bonds and scholarships.

Entry forms are mailed in September with a deadline due date the Wednesday before Thanksgiving Holidays.

Contest Categories

The M.L. King Contest/Scholarship has three categories:

1. Poster Contest is for elementary and secondary students who compete by categories as follows: Kindergarten; 1st and 2nd; 3rd and 4th; 5th and 6th; 7th and 8th and 9th grades. Three winners in each category will be awarded U.S. Saving Bonds.
2. Essay/Poetry Contest permits students in grades 6th, 7th, 8th, 9th and 10th and the 11th grades to use the theme to develop an expository essay or a poem.
3. The State of Excellence competition is for graduating high school seniors who are planning to attend an Oklahoma college, post-secondary education institution.

The Commission selects a contest theme each year from the text of Dr. Martin Luther Kings' "I Have a Dream" speech.

State level winners will be selected from each grade level category and contest area of the competition and awarded prizes of U.S. Savings Bonds or Scholarships. All entries become the property of the SDE, and the SDE reserves the right to modify any posters, essays or poem for reproduction.

For more information regarding Martin Luther King, Jr., Holiday Commission Contest/Scholarship, contact: Ruby J. Nichols, Oklahoma Minority Teacher Recruitment Center, (405) 521-4218.

Oklahoma Minority Educator Information Service (OMEIS)

Minority Teacher Recruitment Center Section

The Oklahoma Minority Educator Information Service (OMEIS) is an information exchange service that provides minority educators information about professional opportunities in Oklahoma public schools, and similarly, provides public schools information about available minority educators.

Any minority educator who holds a current Oklahoma Teaching Certificate may have personal and professional information listed through OMEIS and shared with public schools in search of minority educators.

Minority educators' certification areas are entered into a computer data base system. The data base also contains public school openings listed by certification areas. Periodically the data base is queried to determine certification matches between professionals and available positions.

When a certification match is determined, the district and the professional identified in the matching process are notified. It is up to the individual to contact the school district office of personnel or vice versa. The OMEIS is not a placement service. When positions have been filled Oklahoma Minority Teacher Recruitment Center should be notified.

For information regarding the Oklahoma Minority Educator Information Service (OMEIS), contact: Ruby J. Nichols, Oklahoma Minority Teacher Recruitment Center, (405) 521-4218.

Oklahoma Minority Teacher Recruitment Center (OMTRC)

Minority Teacher Recruitment Center Section
(70 O.S. § 6-130)

The purposes of the Oklahoma Minority Teacher Recruitment Center (OMTRC) is to develop and implement programs for the recruitment, retention, and placement of minority teachers in public schools across the State of Oklahoma.

Oklahoma Minority Teacher Recruitment Center Programs

1. The Oklahoma Minority Educator Information Service (OMEIS) is an information exchange service that provides minority educators information about professional opportunities in Oklahoma public schools, and similarly provides public schools information about available minority educators.
2. The Multicultural Education Teacher Training (METT) focus is upon developing training modules for each cultural group, involving personnel from the SDE Multicultural section, the state's colleges and universities, and other agencies and organizations that have interest in multicultural education.
3. Student-centered Programs:
 - a. Teacher Cadet: Seminar in Education is a senior high honors level, two-semester course designed to encourage a greater number of minority students to pursue careers in education.
 - b. Pro Team Program seeks to encourage middle school students to consider teaching as a career choice in a one-semester course that is followed with one semester of Pro Team activities.
4. Conferences and In-Service Programs provide ongoing training for teachers, administrators, and counselors who implement programs sponsored by the OMTRC and the Colleges of Education staff who provide support and/or serve as College Partners.
5. The College Partnership Program provides unique linkages with the Colleges of Education faculty, and the Teacher Cadet and Pro Team Master Teachers.
6. The Mentor Program encourages educators and other interested professionals willing to serve as volunteers to share their experiences, knowledge, and expertise with the students.

The Center adopted and uses curricula published by the South Carolina Center for Teacher Recruitment Out-of-State--*DreamQuest/Pro Team Experience* for the Middle School Program and *Experiencing Education* for the Teacher Cadet High School Program. These curricula guides and related materials have been field tested and have proven successful track records.

A twenty-four member advisory committee appointed by the Speaker of the House of Representatives and the President Pro Tempore of the Senate, shall oversee implementation of the Oklahoma Minority Teacher Recruitment Center.

For information regarding the Oklahoma Minority Teacher Recruitment Center (OMTRC): See 70 O.S. § 6-130. For more information, contact: Ruby J. Nichols, Oklahoma Minority Teacher Recruitment Center, (405) 521-4218.

The Pro Team Middle School Program

Minority Teacher Recruitment Center Section

The Pro Team Program seeks to encourage middle school students to consider teaching as an appealing career choice by being pro-college, pro-success, pro-teaching, and pro-fessional.

The local administration selects to a Master Teacher with exemplary teaching skills, a positive professional image, and excellent student rapport to teach the Pro Team Program.

The course is one semester in length and should be followed up with one semester of Pro Team activities.

A school administrator may make a request to the Oklahoma Minority Teacher Recruitment Center (OMTRC) to implement an experimental Pro Team Middle School Program course. Curriculum guides to train local personnel will be provided by the OMTRC at no cost to the local district.

Student Selection Criteria

Students must demonstrate the following talents and skills needed to succeed in college preparatory high school course work.

The student must:

- Have a 2.0 or above grade point average (g.p.a.) on a 4.0 scale.
- Be enrolled in the 7th or 8th grade.
- Complete an application, which may require the writing of an essay explaining why they want to Participate in the Pro Team Program.
- Submit three recommendations from school professionals.

Pro-Team Course Requirements

All activities in the *DreamQuest/Pro Team Experience Curriculum* require active participation by the students and the teacher in the belief that the best way to interest young people in the teaching profession is to allow them to experience education first-hand.

These activities include:

1. Building Self-Esteem.

2. Developing Group Skill through the exploration of the most productive ways to work in groups.
3. Learning What It Means to Help Others and to Teach.
4. Building a Vision of a Professional Future That Might Include Teaching in uses of Martin Luther King's famous "I Have A Dream" speech to study the pursuit of dreams, particularly dreams of attending college. The necessity of selecting and completing college preparatory course work foreign language, math, and science--is stressed.

Parent Seminars

The OMTRC staff provides materials during the year for a Parent Seminar that includes information about study skills, test taking skills, financial aid, scholarships, grants and loans. The OMTRC staff and the local Pro Team site personnel jointly present the Parent Seminars.

Pro Team Field Experiences

Opportunities for Pro Team students to observe and practice teaching behaviors are built into the curriculum. Students are exposed to excellence and to teach professionalism by tutoring fellow students and assisting teachers.

Opportunities are provided for students to observe and talk with teachers and administrators about the teaching profession, and minority college students where possible.

On-Going Activities

Activities such as Journal Writing and Contacts with Teacher Cadets are introduced and developed.

The Pro Team Club Activities Curriculum

The Pro Team Club Activities comprise four parts strands of the *DreamQuest* curricula. Follow-up activities include:

1. Building and sustaining self-esteem and self-confidence.
2. Working with others in groups to solve problems and develop team spirit.
3. Helping through teaching and service to others.
4. Dreaming about college, a professional career, and future success in life.

For information regarding the Pro Team Middle School Program, contact:
Ruby J. Nichols, Oklahoma Minority Teacher Recruitment Center Section, (405) 521-4218.

Teacher Cadet High School Program

Minority Teacher Recruitment Center Section

The Teacher Cadet Program is a two-semester senior high honors course designed to encourage a greater number of minority students to pursue careers in education.

Technical assistance is provided by the OMTRC for the Teacher Recruitment Cadet Program.

Student Selection Criteria

To participate in the Teacher Cadet Program, students must:

- Have a minimum grade-point average of 2.75 on a 4.0 scale.
- Be enrolled in college preparatory courses.
- Complete an application which may require the writing of an essay explaining why they want to participate in the Teacher Cadet Program.
- Submit three recommendations from school professionals.

Curriculum

Curriculum materials and a teacher guide, "*Experiencing Education*," are provided by the Oklahoma Minority Teacher Recruitment Center. The curriculum is in four parts.

- The Learner
- The Teacher and Teaching.
- The School.
- Pathways to the Future.

For information regarding the Teacher Cadet High School Program, contact:
Ruby J. Nichols, Oklahoma Minority Teacher Recruitment Center Section, (405) 521-4218.

American College Testing (ACT)
Multicultural Equity/Counseling Section

1994-95 ACT National Test Dates		
Test Date	Regular Registration Postmark Deadline	Late Registration Postmark Deadline
April 9, 1994	March 11, 1994	March 28, 1994
June 11, 1994	May 13, 1994	May 27, 1994
October 22, 1994	September 23, 1994	October 7, 1994
December 10, 1994	November 10, 1994	November 28, 1994
February 4, 1995	January 6, 1995	January 23, 1995
April 8, 1995	March 10, 1995	March 27, 1995
June 10, 1995	May 12, 1995	May 26, 1995

ACT mails student registration packets to all high schools in August. The school's test coordinator or counselor should make ACT materials available to all students.

Contact the ACT national office in Iowa City, Iowa for the following information:

- **ACT Registration (319) 337-1270**
Registration request, lost or delayed test center admission ticket, change of test center, non-Saturday test center, reregistration, refund.
- **ACT Score Reports (319) 337-1313 or 337-1320**
Delayed or missing score reports, score report error, additional score report request.
- **ACT Special Testing (319) 337-1332**
Confined students or students with handicaps, those who need non-Saturday testing but live more than 50 miles from a center.

ACT offers a comprehensive assessment system with the capacity to measure and report the academic achievement of students in the middle and secondary level schools. Following is a brief description of two tests, PLAN and EXPLORE, that are developmentally and conceptually linked to the ACT:

- **PLAN** assesses students' academic progress at the tenth-grade level and provides a basis for post-high school planning. To order the test call (319) 337-1029.
- **EXPLORE** assesses students' academic progress at the eight-grade level and provides a structure for high school educational planning. To order the test call (319) 337-1389.

Contact the ACT Southwest Region Office, Austin, Texas (512) 345-1949 for information concerning: Regional data, technical assistance, workshops, ACT, PLAN, EXPLORE, Discover (career assessment), and financial aid.

For more information, contact: J.C. Smith, Multicultural Equity/Counseling Section, (405) 521-3549 or Zoe Leimgruebler, Student Assessment, (405) 521-3341.

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Note - P 33-34
was removed and
discarded as part of
the Feb 94 updates.
No replacement page
was provided

ERIC Cataloger
Dec 1994

Civil Rights Issues/Compliance Awareness Workshop

Multicultural Equity/Counseling Section
(P.L. 88-352, P.L. 92-318, and P.L. 94-142)

This activity is funded through the U.S. Department of Education as authorized by Title IV of the Civil Rights Act. The grant is administered by the Multicultural Equity Section, Professional Services Division of the Oklahoma State Department of Education.

Title VI of the Civil Rights Act of 1964, and the Departmental Regulation (45 CFR, Part 80) promulgated thereunder, require that there be no discrimination on the basis of race, color or national origin in the operation of any federally assisted programs.

Title IX of the Education Amendments of 1972, (P.L. 92-318) states "No person ... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

A complaint of discrimination can be filed at any Office for Civil Rights (OCR) regional office by anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, handicap, or age.

Civil Rights Compliance Awareness Workshop:

Dates and locations:

- Announcements are sent to all school districts each May.
- Workshop is scheduled in mid-June.
- Location is alternated between Tulsa and Oklahoma City.

Objectives:

- To provide knowledge of compliance requirements and implementation procedures for various educational equity and equal employment opportunity laws and regulations.
- To provide awareness of the role of the Office for Civil Rights in the compliance process.
- To provide awareness of technical assistance resources available to Oklahoma educators.

Areas to be addressed:

- Public Law 94-142
- Section 504 of the Rehabilitation Act of 1973
- Employment issues
- Equal Access Act
- Title IX of Public Law 92-318
- Title VI of the Civil Rights Act
- Programs for limited English proficient and immigrant students
- Equal employment guidelines

For more information regarding Civil Rights Compliance: See P.L. 88-352, P.L. 92-318, and P.L. 94-142: Title VI of the Civil Rights Act of 1964 and Title IX of the Education amendments of 1972. **For more information, contact:** Shirley Martinson or Thanh Van Anderson, Multicultural Equity/Counseling Section, (405) 521-2841.
Resource: Civil Rights Compliance Awareness Notebook available upon request.

College Board Programs
Multicultural Equity/Counseling Section

1994-95 Scholastic Aptitude Tests (SAT) National Test Dates		
Test Date	Regular Registration Postmark Deadline	Late Registration Postmark Deadline
May 7, 1994	April 1, 1994	April 13, 1994
June 4, 1994	April 29, 1994	May 11, 1994
November 5, 1994	September 30, 1994	October 12, 1994
December 3, 1994	October 28, 1994	November 9, 1994
January 28, 1995	December 22, 1994	January 4, 1995
April 1, 1995 (SAT 1)	February 24, 1995	March 8, 1995
May 6, 1995	March 31, 1995	April 12, 1995
June 3, 1995	April 28, 1995	May 10, 1995

The College Board mails SAT student registration packets to all high schools in August. The school's test coordinator or counselor should make SAT materials available to all students.

For information concerning College Board programs, contact the following:

- SAT (registration, administration, score reports) (609) 771-7600
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) (609) 771-7300
- National Merit Scholarships and Achievement Scholarships, National Merit Scholarship Corporation (708) 866-5100
- Advanced Placement (AP) (212) 713-8000

Contact the College Board Southwest Region Office, Austin, Texas, (512) 472-0231 for information concerning: Regional data, technical assistance, workshops, SAT, PSAT/NMSQT, AP, and the Equity 2000 program. The Equity 2000 program has been initiated to assist middle and high schools to increase the number of academically prepared minority and disadvantaged students who will enter and graduate from college.

For more information, contact: J.C. Smith, Multicultural Equity/Counseling Section, (405) 521-3549 or Zoe Leimgruebler, Student Assessment, (405) 521-3341.

Concurrent Enrollment
Multicultural Equity/Counseling Section
(70 O.S. § 628.13)

Provides qualified eleventh or twelfth grade students the opportunity to be enrolled concurrently in high school and college courses. All other students not qualified by grade level might be considered for full or concurrent enrollment under the State Regents' Opportunity Admission Category.

Regulations

1. Twelfth grade students enrolled in an accredited high school may be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as special students if they meet the following requirements:
 - (a) Students must meet the published criteria of the State Regents (other than high school graduation and curricular requirements) for admission to the institution for which application is being made. This includes having participated in the American College Testing program or the Scholastic Aptitude Test.
 - (b) Students must be eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year, as attested by the high school principal.
2. Eleventh grade students enrolled in an accredited high school may be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as special students if they meet requirement (a) above and the following requirements:
 - (a) Students must achieve a composite score at the 90th percentile or above on the American College Test (ACT) using Oklahoma norms, or achieve a combined verbal and mathematical score on the Scholastic Aptitude Test (SAT) at the 90th percentile or above using national norms.
 - (b) If the student's ACT or SAT composite score does not meet the 90th percentile requirement, but the subscore(s) is at the 90th percentile, the student may enroll in coursework in the discipline with the required score, providing the student does not have a curricular deficiency in the subject area.

3. A high school student admitted under the provisions set forth in Section 1 or 2 above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed this limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The collegiate portion of the student's workload must be taken from regular faculty members of the institution and may be provided off campus if approved by the State Regents, and may use alternative delivery systems if approved by the State Regents. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment. High School students enrolling concurrently in off-campus classes may only enroll in liberal arts and sciences courses.
4. A student who is otherwise eligible under this policy may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. Students wishing to exceed this limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term.
5. The completion of the high school curricular requirements shall not be required of concurrently enrolled high school students for purposes of admission. (Students may only enroll in curricular areas where the student has met the curricular requirements for college admission.) Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.
6. Following high school graduation a student may continue enrollment at the institution to which they have been admitted or may transfer to another institution in the State System, provided that during the provisional enrollment period the student has achieved a college grade-point-average of 2.0 or above on a 4.0 scale and meets the entrance requirements of the receiving institution, including the high school curricular requirements.

General Procedures

- (1) A school district may receive full ADA on a high school student who is participating in concurrent enrollment. In determining a legal school day for a student who is concurrently enrolled the district can use a combination of local school enrollment and college enrollment. Attendance for a student who is participating in concurrent enrollment is a combination of attendance at the local school and college.
- (2) Travel time necessary for students to participate in concurrent enrollment at a college or university may be counted toward meeting the 6 hour school-day requirement. Example: Student enrolls in 3 high school courses and 2 college courses for a total of 15 semester-credit-hours. One clock hour (30 minutes to and from) is counted for travel time to meet the 6 hour school-day requirement.
- (3) Work completed at the college level may be counted toward meeting high school graduation requirements.
- (4) No independent school district shall prohibit any student who meets the requirements for concurrent enrollment from participating in the program.
- (5) Every independent school district shall disseminate materials explaining the requirements, features, and opportunities of concurrent enrollment to all high school students prior to enrollment each year. It is recommended that each district designate a person or persons who may be contacted for detailed information.

For information regarding concurrent enrollment requirements: See 70 O.S. § 628.13; State Board of Education Regulations for Concurrent Enrollment. **For more information, contact:** J.C. Smith, Multicultural Equity/Counseling Section, (405) 521-3549.

Gender Equity
Sex Desegregation Program
Multicultural Equity/Counseling Section
(P.L. 92-318)

The Gender Equity--Sex Desegregation program is funded by Title IV of the Civil Rights Act of 1964 through the U.S. Department of Education to assist school districts in procedural compliance with Title IX of the Education amendments of 1972, Public Law 92.318, and to facilitate sex-fair educational practices in the state through inservice training for educators.

Title IX of the Education Amendments of 1972, (P.L. 92-318) states: "No person... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

Compliance Requirements for School Districts Receiving Federal Financial Assistance:

1. Publish a legal notice of nondiscrimination (annually) on the basis of sex. The "Nondiscrimination Statement" should be included in all announcements, bulletins, catalogs and applications.
2. Appoint a Title IX coordinator for your district; inform the district staff, students, and community of the coordinator's name, school address, and telephone number.
3. Complete a self-evaluation to identify any discrimination regarding boys and girls. Completion was required by 1973 with no updates mandated in the regulation; however, it is recommended that the self-evaluation instrument be kept on file and reviewed periodically by district officials.
4. Adopt and publish a district grievance procedure.
5. Sign an "Assurance of Compliance with Title IX" as required by the Office for Civil Rights.

The services available through the program are in the area of gender issues and the adaptations of educational materials and resources free of gender bias.

For more information regarding Title IX of the Education Amendments of 1972: See P.L. 92-318. **For more information, contact:** Shirley Martinson, Multicultural Equity/Counseling Section, (405) 521-2841.

Resource: Civil Rights Compliance Awareness Notebook available upon request.

Guidance and Counseling Services

Multicultural Equity/Counseling Section

(70 O.S. § 3-104.4)

High schools shall meet the Standards for Accreditation not later than June 30, 1995.

Elementary and middle level schools shall meet the Standards for Accreditation not later than June 30, 1999.

Middle level schools and high schools shall provide one counselor to each 450 students, with no school district having less than one half-time counselor (Accreditation Standards 35.16; 45.12). The elementary school shall provide for guidance services (Accreditation Standard 25.20).

School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate for the grade levels to which they are assigned (Accreditation Standards 25.24; 35.20; 45.32).

Elementary school requires K-8 or K-12 certification.

Middle school (Grades 6-7-8) requires K-8, 7-12 or K-12 certification.

Jr. High school (Grades 7-8-9) requires 7-12 or K-12 certification.

High school requires 7-12 or K-12 certification.

Program Requirements

Standards for Accreditation: Standard VI

The counseling staff, parents, administrators, and others shall provide guidance and counseling program direction through involvement in assessment and identification of student needs.

The school shall develop a written description of an outcomes-based guidance and counseling program with special provisions for at-risk-students. The program shall address assessed needs of all students, including those who are indentified as at-risk, and shall establish program goals, objectives, and an evaluation.

Each school shall provide an organized program of guidance and counseling services.

- Counseling services shall be provided to students, in group or individual settings, that facilitate understanding of self and environment.

- The counseling services shall provide a planned sequential program of group guidance activities that enhance student self-esteem and promote the development of student competence in the academic, personal/social, and career/vocational areas.
- The provider of counseling services shall consult with staff members, parents, and community resources and make appropriate referrals to other specialized persons, clinics, or agencies in the community.
- Counseling and guidance services shall be coordinated and shall work cooperatively with other school staff, community resources, and other educational entities.

Each counselor shall follow a planned calendar of activities based on established program goals and provide direct and indirect services to students, teachers, and/or parents.

For information regarding guidance and counseling requirements: See 70 O.S. § 3-104.4; Standards 25.20, 25.24, 35.16, 35.20, 45.12, 45.32, 6.02-6.08 in the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools. For more information, contact: J.C. Smith, MulticulturalEquity/Counseling Section for program requirements, (405) 521-3549; Professional Standards Section for counselor certification, (405) 521-3337; Accreditation Section for counselor staffing, (405) 521-3333.

Human Relations Program

Race Equity

Multicultural Equity/Counseling Section
(P.L. 88-352)

The Human Relations Program is funded by Title IV of the Civil Rights Act of 1964 through the U.S. Department of Education to assist school districts in their attempt to cope with special educational problems occasioned by desegregation and requires that there be no discrimination on the basis of color, national origin, or race in the operation of any federally assisted programs.

The Human Relations--Race Equity Program provides leadership and assistance in fostering equal educational opportunity for all students in Oklahoma. The program assists school districts with technical assistance, training and dissemination of information related to desegregation or educational issues. The program serves as the liaison between the U.S. Department of Education and school districts in implementing Title IV of the Civil Rights Act plans.

Services available through the Human Relations Program--Race Equity include:

- Preparation and adoption of comprehensive Title IV CRA plans.
- Meeting other civil rights-related requirements that address school desegregation issues.
- Development of methods of encouraging student, parent, and community support for and involvement in an equity education plan.
- Identification of resources, textbooks and other curricular materials that promote multicultural experiences.
- Development of human relations skills designed to facilitate equity in public schools.
- Training in multicultural education and outreach to parents. (See Multicultural Education and Outreach to Parents Training).
- Presentation on self concept and school achievement.

For more information regarding Title IV of the Civil Rights Act: See P.L. 88-352. **For more information, contact:** Thanh Van Anderson and Donkor Khalid, Human Relations Program, Multicultural Equity/Counseling Section, (405) 521-2841. **Resource:** Civil Rights Compliance Awareness Notebook available upon request.

Language Minority/Limited English Proficient Student Services

**National Origin--Language Minority Program
Title VII--Bilingual Education Program
Multicultural Equity/Counseling Section
(Title IV, P.L. 88-352 and Title VII, P.L. 100-297)**

The National Origin Program is funded by Title IV of the Civil Rights Act of 1964 through the U.S. Department of Education to assist school districts in providing an equal educational opportunity to national origin/language minority students.

The Bilingual Education Program is funded through Title VII of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 to collect data on Oklahoma's population of limited English proficient (LEP) students and to provide technical assistance and training.

The Bilingual Education Program and the National Origin--Language Minority Program staff provide information, training and technical assistance to ensure that limited English proficient children and adults, whose dominant or primary language is not English, are not limited in their participation in educational programs nor mainstream society by a lack of proficiency in English.

The programs provide services to requesting school districts, professional organizations, institutions, parents and language minority students. The services available through the Bilingual Education and the National Origin--Language Minority Programs include:

- Identification, assessment and placement of limited English proficient students.
- Implementation of district plans relating to language minority students.
- Presentation of workshops on first and second language acquisition and teaching techniques for English as a second language (ESL).
- Identification, revision and development of appropriate instructional materials for limited English proficient students.
- Coordination of services to districts through federally funded technical assistance and evaluation centers and other support service centers across the nation.

- Program development assistance to applicants for federal funding through the U.S. Department of Education.
- Distribution (on loan basis) of appropriate supplementary instructional and resource materials.

For information regarding Language Minority/Limited English Proficient Student Services: See Title IV, P.L. 88-352 and Title VII, P.L. 100-297. For more information regarding National Origin, contact: Thanh Van Anderson, Human Relations/National Origin, (405) 521-2841. For more information regarding Title VII-Bilingual Education, contact: Cheryl Leever Huffman or Judy McCormack, Bilingual Education, (405) 521-3196. Resource: Civil Rights Compliance Awareness Notebook and Title VII (Bilingual Education Act), Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, available upon request.

Oklahoma Academic Scholar
Multicultural Equity/Counseling Section
(70 O.S. § 11-103.2)

The State Board of Education established the Oklahoma Academic Scholar Program to recognize outstanding academic achievement of graduating seniors. Students who meet the requirements receive a certificate of recognition, a gold seal attached to the high school diploma and Oklahoma Academic Scholar typed on the official transcript.

General Timeline

March 1994	Recognition requirements and student nomination form mailed to Superintendents by State Department of Education.
April 1994	Student nomination forms due at State Department of Education.
April 1994	Certificates of recognition and diploma seals mailed to schools by State Department of Education.

Requirements for Recognition

1. Accumulate over Grades 9, 10, 11 and the first semester of Grade 12, a minimum grade point average of 3.7 on a four point scale or be in the top 10% of their graduating class.
2. Complete (or will complete) 22 units for graduation which consist of at least:

English	4 units (Grammar, Composition, Literature)
Mathematics	3 units (Algebra I, Algebra II, Geometry, Trigonometry, Analysis, Calculus) (Note: One unit for the mathematics requirement may be completed prior to the 9th grade.)
Science	3 units (Biology I, Biology II, Chemistry I, Chemistry II, Physical Science, Botany, Zoology, Physics, Physiology)
Social Studies	3 units (History, Government, Sociology, Psychology Economics, Anthropology, Geography) or a combination of 2 units of social studies and 2 units of the same foreign language may be used to satisfy the requirement.

3. Score a 27 on the Enhanced American College Test (ACT) or 1,100 combined score on the Scholastic Aptitude Test (SAT). The SAT or ACT must have been taken on a national test date before the date of graduation.

For information regarding Oklahoma Academic Scholar requirements: See 70 O.S. § 11-103.2; State Board of Education Regulations, January 1990. **For more information, contact:** J. C. Smith, Multicultural Equity/Counseling Section, (405) 521-3549.

Oklahoma Higher Learning Access Program (OHLAP)

Multicultural Equity/Counseling Section

(70 O.S. § 2601 through § 2605)

OHLAP offers the opportunity for ninth-grade students to receive post-secondary financial assistance. Tenth-grade students who failed to enroll during their ninth-grade year may enroll and receive financial assistance based upon availability of funds.

To be eligible, the students' parents' income from taxable and nontaxable sources must not exceed \$24,000 per year.

No funds have been appropriated to the Oklahoma Higher Learning Access Trust as of the first session of the 44th Legislature (June 1993). Therefore, students' access to OHLAP Trust Funds upon graduation from high school in 1995-96 will be subject to the availability of such funds.

Who May Apply

Ninth-grade students are eligible to make application for acceptance into the program beginning in 1992-93.

Beginning in 1993, tenth-grade students who failed to enroll as ninth-graders will be allowed to enroll as tenth-graders, but will receive benefits based upon the availability of funds.

To be accepted into the program, each student must meet the following criteria:

- Be an Oklahoma resident.
- Be enrolled in an Oklahoma high school that is accredited by the State Board of Education.
- The taxable and nontaxable income of the students' parent(s), custodial parent(s), or guardian(s) must not exceed \$24,000 per year. Parents must supply supporting income documentation for the calendar (tax) year specified and sign an affidavit for verification of income.

When and Where to Apply

1. Applications may be completed beginning with the first day of the school year and continuing through the last day of scheduled classes of the school year.
2. An OHLAP application form may be obtained from the designated contact person at the public school site where ninth- and/or tenth-graders are taught.

3. Completed applications must be returned to the local OHLAP Contact Person at the site where the student is enrolled for instruction. The local OHLAP Contact Person will provide program participation reports to the State Department of Education OHLAP Contact.
4. The local OHLAP Contact Person will submit the applications to the Multicultural Equity/Counseling Section of the State Department of Education.

Secondary Education Requirements for OHLAP

Students must fulfill the OHLAP contractual agreement before receiving the award benefits. Requirements are as follows:

1. Complete 15 high school units:

4 - English	2 - Lab Science
3 - Mathematics	2 - History
2 - Foreign Language	2 - From the following:
	a. Economics
	b. Geography or Government
	c. Computer Science
	d. Fine Arts
 2. Attain a minimum cumulative grade point average of 2.5 on a 4.0 scale for all work attempted in Grades 9 through 12, irrespective of honor points.
 3. Students agree to:
 - Attend school regularly
 - Do homework regularly
 - Refrain from substance abuse.
 - Refrain from criminal or delinquent acts.
 - Have school work and records reviewed by mentors.
 - Provide information as requested by the State Department of Education.
 - Participate in OHLAP activities.
- Proof of compliance shall be determined by the local district based upon the student having met guidelines set by local policies governing attendance, homework, substance abuse, and having refrained from the commission of crimes or delinquent acts.
4. Agreements shall be witnessed by the student's parent(s), custodial parent(s), or guardian(s), who further agree to assist the student in achieving compliance with the OHLAP requirements.

Post-Secondary Education Regulations for OHLAP

1. The student must have satisfied normal admission standards for first-time entering students for the appropriate type of higher education institution. No OHLAP student may be admitted under special admission standards. The student must actually be enrolled at the institution to have general enrollment fees paid on their behalf.
2. The student must be pursuing studies leading to an associate or baccalaureate degree at an institution of the Oklahoma State System of Higher Education or leading to a certificate through a vocational-technical program that has been cooperatively approved by the vo-tech districts and the State Regents.
3. The student must take advantage of the award within three (3) years of graduating from high school. Once the initial award is received, the student may receive awards for no more than five (5) years. The award will not be made for repeated courses or those taken in excess of the requirements for completion of a bachelor's degree or a postsecondary vocational-technical certificate program.

For further information regarding the Oklahoma Higher Learning Access Program: See 70 O.S. § 2601 through § 2605. For more information, contact: Donkor Khalid, Multicultural Equity/Counseling Section, (405) 521-2841.

REACH Center
Multicultural Equity/Counseling Section

Respecting Ethnic And Cultural Heritage

REACH CENTER

180 Nickerson Street
Seattle, Washington 98109
(206) 284-8584

The REACH Center for Multicultural and Global Education is a non-profit organization providing educational services to schools, (K-12), universities, social service agencies and businesses throughout the United States. The Center specializes in cultural awareness training and the production of educational materials which build a positive understanding of cultural diversity.

Training and Adoption Cost Guidelines

There are several factors that influence the cost for REACH training--

- number of participants to be trained
- number of guides and books required
- travel costs for trainers and/or consultants
- number of cultural/ethnic consultants required

The cost for a smaller training can amount to \$100 for training per participant; \$70 for curriculum guides, books and workshop materials per participant; plus travel costs for trainers/consultants.

The minimum number of participants to be trained is 25, the maximum number is 60. The cost is more negotiable as the number of participants increases. The REACH Center is prepared to negotiate these costs.

Other Adoption Costs for Project REACH (middle/junior high school)

For effective program implementation, there are additional costs involved with the adoption of Project REACH which a school/district should consider: A classroom set of Ethnic Perspectives, \$600 per classroom set.

For more information on REACH Awareness training, contact: Donkor Khalid, Human Relations Program, Multicultural Equity Section, (405) 521-2841.

Robert C. Byrd Honors Scholarship Program

Teacher Assessment Section

(P.L. 102-325)

The Robert C. Byrd Honors Scholarship Program is a federally funded, and federal-state administered program that awards scholarships to exceptionally able students for post-secondary study.

Its purposes are to promote student excellence and achievement and to recognize exceptionally able high school seniors who show promise of continued academic excellence and achievement.

Students are selected to receive scholarships based on meeting eligibility criteria and completion and evaluation of an application.

"Byrd Scholars" receive \$1,500 for the first year of study at an eligible post-secondary institution. Scholarships are renewable for up to three additional years of study provided students continue to meet eligibility standards as defined by the institutions they are attending.

1. The Oklahoma State Department of Education awards scholarships for each academic year funds are allocated by the U.S. Department of Education. An equal number of "Byrd Scholars" have been selected annually to represent each of Oklahoma's six congressional districts. New regulations are currently being developed by the U.S. Department of Education that may change this method of distribution.
2. The State Department of Education mails application materials to all school districts. Applicants must apply through their high school. All applicants will be notified by mail as to their status after the scholarship winners have been determined.
3. In order to be eligible to compete for the Byrd Scholarship, applicants must meet the following criteria:
 - a. be a U.S. citizen or national, or be a permanent resident of the U.S.;
 - b. be a legal resident of Oklahoma;
 - c. be a senior enrolled in full-time coursework leading to high school graduation;
 - d. have applied to or been accepted for admission as a full-time student by an institution of higher education;
 - e. be able to meet academic criteria as stated in the scholarship application (this includes GPA and ACT/SAT scores);

- f. must not be in default on a previous federal loan, scholarship or grant; and
 - g. must not have been declared ineligible to receive federal assistance as a condition of sentencing under Section 5301 of the Anti-Drug Abuse Act of 1988.
- 4. Each application is rated according to predetermined selection criteria. Each application must contain the requested information and documentation, which include such items as:
 - a. official signed and notarized transcripts;
 - b. letters of recommendations; and
 - c. student essay.
- 5. Before the scholarship is awarded, each winner will be requested to provide a copy of a letter of acceptance for admission to attend a higher education institution and a copy of the fall enrollment schedule. Each winners will also be required to file a statement of Selective Service on Registration upon request by the SDE.

For information regarding the Robert C. Byrd Honors Scholarship Program: See P.L. 102-325 and 34 CFR (Code of Federal Regulations) Part 654. **For more information, contact:** Teresa Wood, Teacher Assessment Section, (405) 521-4122.

School Counselor Report
Multicultural Equity/Counseling Section
(70 O.S. § 3-104.4)

The State Board of Education shall require each local school district to provide information regarding:

- Number of counselors serving each school site.
- Duties of all such counselors including all administrative duties.
- Number of students served by each counselor.
- Information regarding the number of counselors employed per elementary, middle school, junior high school and high school.

The State Department of Education mails a survey form to all school sites to collect the required information. If the school site employs a school counselor, the counselor should complete the survey form and return it to the State Department of Education. If the school site does not employ a counselor, the administrator should complete only the name of the school, district number and school site number, and return the survey form to the State Department of Education.

General Timeline

- | | |
|----------|--|
| October | Survey form mailed to all school sites by the State Department of Education. |
| November | Completed survey form due at the State Department of Education. |

For information regarding the School Counselor Report requirements: See 70 O.S. § 3-104.4. **For more information, contact:** J. C. Smith, Multicultural Equity/Counseling Section, (405) 521-3549.

State Superintendent Awards For Arts Excellence

The State Superintendent Awards for Arts Excellence is a partnership program between Sandy Garrett, State Superintendent of Public Instruction, and the Oklahoma Alliance for Arts Education.

High school seniors selected to receive the State Superintendent Award for Arts Excellence are those who have achieved honor for artistic excellence in music, art, drama and dance during their high school years. These honors are achieved through competitive events/auditions sponsored by State Arts Education Associations, Secondary School Activities Association, and the Oklahoma Arts Institute.

Student award recipients are selected not only for artistic achievement, but also for academic excellence and documentation of leadership skills which they have acquired through involvement in community service activities.

In addition, awards are presented to a district superintendent, high school principal, elementary principal, and a local board of education who has exhibited exemplary support for arts education.

The 1991 awards event was held at the Philbrook Museum in Tulsa, and featured concert pianist, Peter Simon, Tulsa. The 1992 awards event was held at Stage Center, Oklahoma City and featured concert artist, Lorin Hollander and the Oklahoma Youth Orchestra. The 1993 awards event was hosted by the city of Duncan at the Simmons Center, and featured the Go For Baroque Chamber Ensemble, and keynote speaker, Dr. Barry Epperley, Tulsa.

Applications for student, administrator, and school board awards are available in February-March each year from the Oklahoma Alliance for Arts Education.

For information regarding the State Superintendent Awards for Arts Excellence, contact: Charles Mohr, Oklahoma Alliance for Arts Education, (405) 521-4795.

Fulbright Teacher Exchange Program

Professional Services Division
(P.L. 87-256)

The primary purpose of this program is to promote mutual understanding between the people of the U.S. and the peoples of other countries through educational exchange. Participants are expected to share their newly gained cross-cultural understanding with students, colleagues, members of civic and professional organizations and other interested citizens.

The Fulbright Teacher Exchange Program is one of seven Fulbright programs started in the years following World War II at the inspiration of Arkansas Senator J. William Fulbright. The program, currently administered by the United States Information Agency (USIA), was designed to promote mutual understanding between the people of the United States and the people of other countries through out the world through educational exchange.

Each year 200-240 American teachers from the elementary to post-secondary level exchange with teachers from more than 30 countries around the world. Additionally, 25-30 American teachers each year participate in summer seminars in Europe through the Fulbright Teacher Exchange Program. There are three types of opportunities available through this program.

- **Direct Exchange:** A U.S. teacher and a foreign teacher exchange teaching positions for up to one year. Approximately 94% of teaching assignments abroad are direct exchanges.
- **One-Way Assignment:** A U.S. teacher teaches in a foreign country for up to one year. There are one-way assignments in Denmark each year, and others occasionally arise on an as-needed basis (e.g., ESL teachers to eastern European countries).
- **Seminar Grant:** A U.S. teacher studies abroad in either the Italy Classics Seminar (8 weeks) or the Netherlands European Culture, History and Civilization Seminar (3-1/2 weeks) during the summer.

Timeline: Application process for the Fulbright Teacher Exchange Program

- April - Applications available
- October - Application deadline (Late applications considered only as needed)
- November through December - Interviews are scheduled
- Spring - Candidate matching process
- June - Summer seminars abroad begin
- August - Orientation for teachers held in Washington, D.C. and San Francisco, California. Teachers leave for exchange positions.

For information regarding the Fulbright Teacher Exchange Program: See P.L. 87-256. For more information, contact: Ramona Paul, Professional Services Division, (405) 521-4311.

Oklahoma Professional Development Centers

Professional Services Division

The Professional Development Centers provide the opportunity for all state educators to have access to information and resources in proven instructional and administrative practices which promote quality instruction in the classroom and overall school improvement.

Oklahoma Professional Development Centers Provide:

- Instructional Materials Production areas that assist educators in producing quality materials for student instruction.
- Resources and training for professional skills that promote excellence in teaching, administration, and school improvement.
- Access to information systems that broaden the information base for better decision-making
- Resources regarding state and federal requirements related to school improvement and the workplaces
- Programs which develop leadership among state educators regarding staff development and overall school improvement.

Location of PDC's:

Ardmore PDC
Allene Gilliam, Director
800 "M" Street
P.O. Box 1709
Ardmore, Oklahoma 73402-1709
405/226-7650
405/226-7652 Fax

Lawton PDC
Patti Cargill, Director
P.O. Box 1009
Lawton, Oklahoma 73502-1009
405/357-6900
405/355-0789 Fax

Bartlesville PDC
Susan Lauffer, Director
4620 East Frank Phillips
P.O. Box 1357
Bartlesville, Oklahoma 74405-1357
918/335-2931
918/335-6301 Fax

McAlester PDC
Debbie Gurley, Director
200 East Adams
P.O. Box 1027
McAlester, Oklahoma 74502-1027
918/423-8181
918/423-8166 Fax

Norman PDC
Elaine Hale, Director
207 East Gray
Norman, Oklahoma 73069
405/366-5858
405/366-5853 Fax

Stillwater PDC
Jerita Whaley, Interim Director
215 East 12th Avenue
Stillwater, Oklahoma 74074
405/743-6346
405/743-6357 Fax

Woodward PDC
Anita Hixon, Director
1023 10th Street
P.O. Box 668
Woodward, Oklahoma 73801-0668
405/256-5910
405/256-4391 Fax

Contact the for winter and summer office hours.

For more information, contact: Ramona Paul, Professional Services Division, (405) 521-4311

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Serve America

Professional Services Division

(P.L. 101-610; 70 O.S. § 11-108, § 11-108.1, § 11-108.2)

1. Serve America is a federal grant program funded by The Commission on National and Community Service, Washington, D.C.
2. Serve-America grants will be available to school districts or community-based agencies during the 1993-94 school year to involve K-12 youth in service-learning programs in the community.

The Oklahoma State Department of Education has been awarded \$184,539 for competitive grants from The Commission on National and Community Service, Washington, D.C., for the 1993-94 school year. Continuation grants will be available for 1994-95. Applicants may receive a Request for Proposal through the Oklahoma State Department of Education, July 1, 1993.

Serve-America programs support the Oklahoma Youth Community Service Program which recognizes elective credit to high school youth, whose service-learning programs are approved by the Oklahoma State Department of Education (70 O.S. §11-108, 108.1, and 108.2).

Service-Learning:

1. Is designed to renew the ethic of civic responsibility.
2. Is a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.
3. Is integrated into the students academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity.
4. Provides opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.
5. Enhances what is taught in schools by extending student learning beyond the classroom and into the community.

For information regarding Serve-America: See P.L. 101-610; 70 O.S. § 11-108, § 11-108.1, and § 11-108.2. For more information, contact: Charles Mohr, Serve-America Program, (405) 521-4795, or Ramona Paul, Professional Services Division, (405) 521-4311.

Standards of Performance and Conduct for Teachers

Professional Services Division
(70 O.S. Supp. 1990 § 6-101.21 and 101.22)

A copy of the Standards of Performance and Conduct for Teachers as adopted by the State Board of Education and any amendments to such standards and any standards adopted by the local board of education shall be distributed to each teacher on or before April 10th of each year.

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

Principle I - Commitment to the Students

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex national origin, marital status, political or religious beliefs, family social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any students
 - c. Grant any advantage to any student,

7. Shall not use professional relationships with students for private advantage;
and
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Principle II - Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgement, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications,
2. Shall not misrepresent his/her professional qualifications,
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute,
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position,
5. Shall not assist an unqualified person in the unauthorized practice of the profession,
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law,
7. Shall not knowingly make false or malicious statements about a colleague, and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Principle III

A. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;

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6. Unsatisfactory teaching performance; or
 7. Any reason involving moral turpitude
- B. Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.
- C. A teacher convicted of a felony shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued.
- D. A teacher may be dismissed, refused employment or not reemployment after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:
1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
 2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

For more information regarding the Standards of Performance and Conduct for Teachers: See 70 O.S. Supp. 1990 § 6-101.21 and 6-101.22. **For more information regarding the Standards of Performance and Conduct for Teachers, contact:** Ramona Paul, Professional Services Division, (405) 521-4311.

Certification for Persons With Out-of-State Teaching Credentials

Professional Standards Section

There are two options available for teachers* to attain an Oklahoma teaching credential based on out-of-state certification.

Option I

Meet all academic and nonacademic requirements as specified in the Teacher Education and Certification Handbook. An evaluation of credentials will be conducted by the Professional Standards certification specialists to determine whether criteria have been met. Briefly, they will look for the following requirements.

- Completed a teacher education program at a university accredited by the National Council for the Accreditation of Teacher Education (NCATE) and have at least 24 hours in the area of certification. If non-NCATE, look for specific coursework according to courses itemized in the Teacher Education and Certification Handbook.
- Have taken a two-hour course in the education of the exceptional child. (Required for Standard Certification only.)
- Met Oklahoma's recency requirement (described below).
- Passed appropriate Oklahoma Teacher Certification Test(s) if applicable (see subheading Testing).

Option II

This option applies to applicants currently certified out-of-state, as well as applicants who have expired out-of-state certificates and have a master's degree plus an additional 15 or more semester hours in a teaching field. Applicants may receive a Conditional Provisional Certificate allowing two years to meet the following requirements for standard certification.

- Successfully participate in a two-year re-entry program.
- Complete a two-hour course in education of the exceptional child.
- Pass the appropriate Oklahoma Teacher Certification Test(s) if applicable (see subheading Testing).
- Complete the entry year assistance program, if applicable. (Concurrent with first year of re-entry program.)

Recency

Oklahoma's recency regulation requires that all certified educators must have recent experience in the classroom either as an educator or by completing college semester hours/credit. The applicant must have taught **three** of the last **five** years or have **five semester hours** of college credit in the last five years. Combinations of experience and coursework may be used; exact combinations may be obtained from the Professional Standards Section.

Testing

All persons will be required to test except persons who completed a teacher education program before 2/1/82 and held the specific certification before 10/1/86.

* Teachers: Includes teachers, administrators, and non-teaching certified personnel such as counselors, library-media specialists, etc., consistent with the statutory definition of teacher.

For information regarding certification for persons with out-of-state credentials: See the Teacher Education and Certification Handbook. For more information, contact: Professional Standards Section, (405) 521-3337.

Early Childhood Certification

Professional Standards Section

Effective January 1, 1993, any teacher hired for kindergarten or newly assigned to a kindergarten classroom must hold Early Childhood certification. Appropriate certification includes N-K certification, PK-3 certification, or the *Special Early Childhood Kindergarten Endorsement* on an Elementary K-8 certificate.

Special Early Childhood Kindergarten Endorsement

The Special Early Childhood Kindergarten Endorsement will allow teachers who hold an Elementary K-8 certificate to continue to teach kindergarten. Anyone who taught kindergarten in the 1991-92 or 1992-93 school year is eligible to receive a Special Early Childhood Kindergarten Endorsement through one of the following methods:

- An intensive three-day institute at an Oklahoma college or university or State Professional Development Center.
- Six one-day workshops conducted by an Oklahoma college or university or State Professional Development Center.
- Nine hours of college credit in early childhood education.

Any one of the options may be taken, but it must be completed by January 1, 1994.

Converting the Elementary (K-8) Certificate to Early Childhood (PK-3)

Approximately 15 to 22 hours of college credit and the Teacher Certification Test are required to add Early Childhood certification to an Elementary Education certificate. This method is available to all Elementary Certificate holders, not just kindergarten teachers.

Teachers who were assigned to a kindergarten classroom prior to January 1, 1993 and choose not to pursue the Special Early Childhood Kindergarten Endorsement have until the 1996-97 school year to complete requirements for the PK-3 Early Childhood Certificate.

Certification to Teach Four-Year-Olds and Younger (CDA/Headstart)

The Early Childhood/CDA Certificate is for individuals meeting specific requirements to be eligible to teach four-year olds and younger in the public schools of Oklahoma.

Teachers who apply must provide the following information:

- Copy of Child Development Associate Certificate
- Verification from Head Start director of at least five years experience as an early childhood educator.
- Passing score on the PK-3 Oklahoma Teacher Certification Test.
- Completed application and fee.

For information regarding Early Childhood Certification: See the Teacher Education and Certification Handbook. **For more information, contact:** The Professional Standards Section, (405) 521-3337.

Early Childhood/CDA Certificate
Limited to Four-Year Olds and Younger in Oklahoma
Professional Standards Section
(70 O.S. § 70-11-103.7)

The Early Childhood/CDA Certificate is for individuals meeting specific requirements to be eligible to teach four-year olds and younger in the public schools of Oklahoma.

Requirements:

1. The applicant shall have been an early childhood educator with the Headstart Program and have been employed in such experience for a period of at least five years.
2. The applicant shall have a Child Development Associate Certificate (CDA).
3. The applicant shall pass the state teacher certification test for Early Childhood Education (PK-3).

Regulations:

1. If employed by the public schools, the individual shall be reported on the Support Personnel Report, and shall be considered as any other support employee.
2. The State Mandated Minimum Salary Schedule is based on degree and years of teaching experience; therefore, it does not apply to this group of individuals.
3. The initial State Department of Education credential, valid for five (5) years, is verification for eligibility for employment. Standard renewal requirements shall be required.
4. The Entry-Year Assistance Program will not be required.
5. Staff Development requirements shall be fulfilled.

For information regarding the Early Childhood Certificate/CDA: See 70 O.S. § 70-11-103.7. **For more information, contact:** Ramona Paul, Professional Services Division, (405) 521-4311.

Elementary Principal and Secondary Principal Certification Requirements

Professional Standards Section

Prerequisites

- Two years of teaching experience in an accredited elementary or middle school for the elementary principal or in an accredited middle, junior high, or senior high school for the secondary principal.
- Valid Oklahoma Standard or Provisional Certificate. Appropriate back-up certificates for the administrators' certificates are:
 - Elementary Principal Certificate--Early Childhood, Elementary Education, Library-Media Specialist, Speech-Language Pathology, or Elementary-Secondary.
 - Secondary Principal Certificate--Secondary, Elementary-Secondary, Library-Media Specialist, Vocational-Technical, or Speech-Language Pathology Certificate.
- Master's degree granted by a regionally accredited institution.
- Pass Oklahoma Teacher Certification Test for Elementary/Secondary Principal.

Standard Certification

The applicant shall have completed a total of 34 semester hours of master's coursework in school administration and other coursework appropriate to school administration. Graduate credit shall include a minimum of one (1) course in each of the following areas (a - f):

- a. Development, Organization and Control of Public Education
- b. Human Development in Elementary/Secondary Education
- c. Human Relations Management in the Elementary/Secondary School
- d. Elementary/Secondary School Services and Curriculum
- e. Supervision and Evaluation of Instruction and Special Programs in the Elementary/Secondary School
- f. Legal Aspects of Public Education

Provisional Level II Certificate

- Refer to prerequisites listed in the box.
- Coursework includes 18 hours of graduate coursework applicable to the Standard Certificate including at least one course from each of the six areas (a - f) above.
- The certificate is renewable one time provided nine semester hours toward the Standard Certificate have been taken during its validity.

Vocational Administration Endorsement

The Vocational Administration Endorsement requires a course in Organization and Administration of Vocational-Technical Programs in addition to the minimum certificate requirements for the elementary/secondary principal.

For information regarding principal certification requirements: See the Teacher Education and Certification Handbook. For more information, contact: A college/university Teacher Education office or the Professional Standards Section, (405) 521-3337.

Emergency Certificates

Professional Standards Section

An emergency certificate will only be issued upon the written request of a school superintendent or the superintendent's designated agent. The superintendent must verify the following:

- An emergency situation exists.
- No fully qualified and certified teacher is available.
- The applicant will be employed if an emergency certificate is issued.

Emergency certificates require State Board of Education approval.

Criteria for Consideration

- Applicant has not failed the Certification Test more than once in requested area.
- Applicant is certified in another area and has completed all but eight hours of an approved program.
- Applicant has met an approved program but has not tested.

Items to be Submitted for Application

- An emergency application and processing fee.
- A supporting letter to the Director of Certification Standards from the superintendent, or an official representative, documenting the existing emergency and all efforts to employ an individual certified in the area of desired certification.
- A plan of study in the area sought from the college or university verifying the hours/course to be completed, if appropriate.
- Any additional official transcripts of recent or additional coursework not previously on file in the Teacher Education and Certification Section.

General Information

- If an emergency Certificate is issued to an entry-year teacher (zero years of teaching experience in an accredited school) in lieu of a teaching license, an entry-year assistance committee is mandatory.
- If an Emergency Certificate is issued to an entry-year teacher (zero years of teaching experience in an accredited school) in lieu of a provisional or standard teaching certificate, a Teacher Consultant is necessary.

- The Emergency Certificate is valid only in the requesting school district, and only until the thirtieth day of June of the school year for which it is issued. An Emergency Certificate is not renewable; however, another Emergency Certificate may be issued upon the superintendent's request and approval by the State Board of Education. An emergency certificate application, and an official transcript should be presented showing nine semester hours completed since the last Emergency Certificate was issued. These nine semester hours must be applicable in meeting requirements for the Standard Certificate of the type sought. The applicant must also pass the state teacher certification test before a second Emergency Certificate of the same type can be issued.

For more information regarding emergency certificates: See the Teacher Education and Certification Handbook. For more information, contact: Professional Standards Section, (405) 521-3337.

Endorsements

Professional Standards Section

Endorsements are placed on valid licenses/certificates to indicate that the holder is eligible to teach specific subjects in the accredited schools of Oklahoma.

Conversion Endorsements

Secondary (7-12) subjects may be added to standard secondary or elementary-secondary license/certificates with 24 hours (six of which are upper division) of specific coursework plus certification test. A conversion endorsement allows a teacher to teach a subject that is not in the same field as the certificate to which it is attached.

Special Endorsements

Special Endorsements attached to a standard license/certificate indicate that the holder is eligible to teach a specific subject. Each specific endorsement is defined separately regarding the kind and type of certificate to which it is attached and the academic preparation required of the applicant.

Special endorsements are available in the following areas: aeronautics, art, athletic coaching, bilingual/multicultural education, computer science, curriculum supervisor, driver/safety education, elementary keyboarding, English as a second language, foreign language, gifted/talented, health, music, physical education/health, psychology, ROTC, vocational agriculture, vocational business/office, vocational home economics, special education areas (emotionally disturbed, learning disabilities, mentally handicapped, physically handicapped, visually impaired).

Middle/Junior High School Endorsements

Individuals holding a standard elementary (K-8) license/certificate who are assigned to teach a specific subject in grades six, seven and/or eight in an accredited middle school/junior high school are required to complete a middle/junior high school special endorsement in the subject area. The endorsement requires eighteen (18) semester hours in the subject area. The certification test is not required for K-8 certified teachers.

Those who hold a standard elementary-secondary (K-12) or secondary (7-12) license/certificate in a subject other than the one that they are assigned to teach in grades six, seven and/or eight in an accredited middle/junior high school are also required to complete a special endorsement in the subject to be taught. The certification test is required for elementary-secondary (K-12) or secondary (7-12) certified teachers.

Middle/Junior High School endorsements are available in the following areas: math, art, music, a specific foreign language, health/physical education, language arts, science, and social studies.

For information regarding endorsements: See the Teacher Education and Certification Handbook. For more information, contact: A college/university Teacher Education office or the Professional Standards Section, (405) 521-3337.

Guidelines for Re-Entry Program
Effective July 1, 1992
Professional Standards Section

Successful completion of a two-year re-entry program is necessary for teachers* who have been issued Conditional Provisional certification. Conditional Provisional certification is an option available to applicants in the following categories:

- Out-of-State certified teachers who do not meet all academic and nonacademic requirements as specified in the Teacher Education and Certification Handbook.
- Applicants who do not meet requirements for renewal of Standard Oklahoma license or certificate.
- Applicants whose standard Oklahoma license or certificate has been expired longer than five years

1. The re-entry teacher is to be supervised by an administrator.
2. A teacher or appropriate colleague is to provide assistance as needed to the re-entry teacher.
3. At the end of two years of employment, the re-entry teacher is eligible for a standard certificate if:
 - the superintendent verifies in writing that the employee has had satisfactory/acceptable performance based on the district evaluation from each of the two years of the validity of the certificate;
 - has completed a two-semester hour course in education of the exceptional child, if applicable;
 - has passed the teacher certification test(s), if applicable; and
 - has successfully completed the entry-year assistance program, if applicable.
4. To receive a standard certificate the applicant should submit the following items to the Professional Standards Section, Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599:
 - an application form and processing fee
 - form or letter verifying satisfaction/acceptable performance
 - updated transcripts, if applicable.

- * Teachers: Includes teachers, administrators and non-teaching certified personnel such as counselors, and library-media specialists, consistent with the statutory definition of teachers.

For information regarding the re-entry program: Refer to the Teacher Education and Certification Handbook. For more information, contact: The Professional Standards Section, (405) 521-3337.

**Higher Education Teacher Certification
Office Contact List**
Professional Standards Section

There are 21 colleges and universities in Oklahoma which are approved by the State Board of Education to offer teacher education programs.

TEACHER CERTIFICATION OFFICE CONTACT LIST

MARY MANESS

Certification Officer
Bartlesville Wesleyan College
2201 Silver Lake Road
Bartlesville, OK 74006
(918) 333-6227

DR. BILLIE VAN SCHUYVER, DEAN

School of Education and Behavioral Science
Cameron University
2800 West Gore Boulevard
Lawton, OK 73505
(405) 581-2339

JAN OWENS

Certification Officer and Assistant to the Dean
East Central University
Ada, OK 74820
(405) 332-8000 Ext. 348

VI PARTRIDGE

Coordinator, Teacher Education
Langston University
Langston, OK 73050
(405) 466-3266

DR. NORMA SCUDDER

Director of Teacher Education

BECKY SANDERS

Mid-America Bible College
3500 S.W. 119th
Oklahoma City, OK 73170
(405) 691-3800, Ext. 156 or 141

DR. BILLIE McELROY

Oklahoma City University
2501 North Blackwelder
Oklahoma City, OK 73106
(405) 521-5374

DR. JAMES SATTERFIELD

Director of Teacher Education
Education Office
Oklahoma Panhandle State University
P.O. Box 430
Goodwell, OK 73939
(405) 349-2611, Ext. 227

JEANNE BARRETT

Teacher Certification Specialist
College of Education
101 Gundersen
Oklahoma State University
Stillwater, OK 74078
(405) 744-6252

JAN KUEHLE

Certification Officer
School of Education
Oral Roberts University
7777 S. Lewis Avenue
Tulsa, OK 74171
(918) 495-7084

DR. JANET McDONALD

Chair, Division of Education
Division of Education
Phillips University
100 South University Avenue
Enid, OK 73701
(405) 237-4433, Ext. 381

LOIS BUTTRESS

Certification Officer
Certification Office
Northeastern State University
Tahlequah, OK 74464
(918) 456-5511 Ext. 3702 or 3703

CAROL ERIKSON

Assistant Certification Officer
Education/Psychology Department
Northwestern Oklahoma State University
Box 205
Alva, OK 73717
(405) 327-1700

SHANDA SAMPSON

Secretary, Division of Teacher Education
Oklahoma Baptist University
Box 61771
Shawnee, OK 74801
(405) 878-2244

DR. GARY SHRECK

Oklahoma Christian Univ. of Science & Arts
Box 11,000
Oklahoma City, OK 73136-1100
(405) 425-5431

BILL DEERING

Director of Certification
University of Central Oklahoma
100 North University Drive
Edmond, OK 73034
(405) 341-2980, Ext. 5710

MAGGIE RYAN

Education Programs Specialist
The University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
(405) 325-2108

CHERYL JACKSON

Director, Teacher Education Services
Southeastern Oklahoma State University
Station "A", Box 4135
Durant, OK 74701
(405) 924-0121, Ext. 2229

DR. WAYNE MURROW

Director of Teacher Education
Southern Nazarene University
6729 Northwest 39th Expressway
Bethany, OK 73008
(405) 491-6317

NANCY STINSON

Certification Analyst
College of Education
Southwestern Oklahoma State University
100 Campus Drive
Weatherford, OK 73096
(405) 774-3286

DR. CHARLES SCOTT

Director of Teacher Education
Teacher Education Office
The University of Science & Arts of OK
Box 82328
Chickasha, OK 73018
(405) 224-3140, Ext. 328

DR. RICHARD HALL

Certification Officer
Education Department
The University of Tulsa
600 South College
Tulsa, OK 74104
(918) 631-2313

**Renewal Requirements for Oklahoma Standard Teaching
Licenses/Certificates**
Professional Standards Section
(70 O. S. § 6-154.1)

A Standard Oklahoma Teaching License/Certificate may be renewed in the following ways:

- Teaching experience
- College coursework
- Staff Development Points (New legislation, 1993)
- Re-entry program
- A combination of the above

For information regarding renewal requirements: See 70 O. S. § 6-154.1; the Teacher Education and Certification Handbook. **For more information, contact:** Professional Standards Section, (405) 521-3337.

School Superintendent Certification Requirements

Professional Standards Section

Prerequisites

- Two years teaching experience and two years supervisory or administrative experience. (One year of supervisory/administrative experience is required for Provisional Level II certification.)
- Valid Oklahoma Standard or Provisional Certificate in one of the following areas: Early Childhood, Elementary, Elementary-Secondary, Secondary, Vocational-Technical, Library-Media Specialist, or Speech-Language Pathology.
- Master's degree granted by a regionally accredited institution.
- Pass Oklahoma Teacher Certification Test for School Superintendents.

Standard Certificate

The applicant shall have completed 30 semester hours of post-master's work in school administration and other work appropriate to school administration beyond the 24 semester hours required for the provisional certificate (see Provisional Level II Certificate below). This 30 semester hours of graduate credit must be completed at an institution accredited at the sixth year level. In Oklahoma, those institutions are The University of Oklahoma and Oklahoma State University. Graduate credit shall include at least one course in each of the following areas (a - f):

- a. Development, Organization and Control of Public Education
- b. Personnel Administration and Leadership in the School Superintendency
- c. Finance and Business Administration in the School District
- d. Planning for School Facilities & Programs
- e. Supervision and Evaluation of Instruction of Special Programs
- f. Legal Aspects of Public Education

Provisional Level II Certificate

- Refer to prerequisites listed in the box.
- The applicant shall have completed a minimum of 24 semester hours of graduate coursework which is acceptable in satisfying the requirements for the Standard Certificate. A minimum of nine semester hours shall be at the post-master's level. The courses shall include at least one course from each of the areas (a - f) listed above.
- The certificate is renewable one time provided nine semester hours toward the Standard Certificate have been taken during its validity.

Requirements For First Year Superintendents in Oklahoma

The following requirements shall be met by each superintendent employed for the first time in the State of Oklahoma as a district superintendent:

1. The applicant shall meet qualifications for the Provisional or Standard School Superintendent Certificate.
2. The applicant shall attend professional development workshops or training seminars equal to eleven days (66 hours) of training:
 - a. 1 day: Attend a meeting of the Oklahoma State Board of Education
 - b. 2 days: Attend the Annual Summer Conference for School Superintendents
 - c. 8 days: Attend professional development workshops or training in the following general areas:
 - Superintendent/Board of Education Relationship
 - Legal Issues/School Law/Open Meeting Laws
 - Staff Relationship
 - Community Relationship
 - School Finance
 - Plant Management/School Facilities
 - Setting School District/Site Goals
3. The Standard or Provisional School Superintendent Certificate issued for the first year of employment as a district superintendent shall be considered invalid for the second year if the certificate holder has not met all the requirements identified above prior to the second year of employment as a district superintendent. Any district superintendent employed after the summer conference has been offered shall enter the program at the point of employment and shall attend all training requirements as listed above. Verification of training shall be submitted to the director of the program at the State Department of Education. A certificate will be provided to superintendents upon completion of the training requirements.

Vocational Administration Endorsement

The Vocational Endorsement requires a course in Organization and Administration of Vocational-Technical Programs in addition to the minimum certificate requirements for the School Superintendent.

For information regarding superintendent certification requirements: See the Teacher Education and Certification Handbook. For more information, contact: A college/university Teacher Education office or the Professional Standards Section, (405) 521-3337.

Summary of Certification Qualifications for Teachers

Professional Standards Section

Kinds of Teaching Licenses/Certificates

- **Early Childhood for Grades pre-kindergarten - 3**
- **Elementary for Grades 1 - 6 or
Grades 1 - 8 at a K - 8 site or
middle school/junior high with an
endorsement of 18 hours in subject area**
- **Elementary-Secondary for Grades K-12:** Art, foreign language (French, German, Latin, Spanish, other approved foreign languages), health, music-instrumental/general, music vocal/general, physical education/health, special education (emotionally disturbed, physically handicapped, learning disabilities, mental retardation, visually impaired, and hearing impaired).
- **Secondary for Grades 7-12:** Agriculture, business, driver and safety education, English, home economics, industrial arts/technology education, journalism, mathematics, science, social studies, speech and drama.

Requirements for Standard Certificate

- 40 specified semester hours in area of specialization.
- 30 semester hours professional education.
- Expires five years from the nearest thirtieth day of June either preceding or following the effective date of the certificate.

Requirements for Provisional Level II Certificate

- 30 specified semester hours in area of specialization.
- 24 semester hours professional education.
- Renewable one time if nine semester hours toward Standard Certificate are completed during its validity.
- Expires 2 years from the nearest thirtieth day of June of the school year for which it was issued.

Requirements for Provisional Level I Certificate

- 24 specified semester hours in area of specialization.
- 18 semester hours professional education.
- Renewable one time if nine semester hours toward standard certificate are completed during its validity.
- Expires the thirtieth day of June of the school year for which it was issued.

Note: Fifty hours general education, bachelor's degree, and certification test(s) are required for all of the above.

Procedure for Application: Applicants may submit application and official transcripts to the Teacher Education office of their colleges/universities or may apply directly to the Professional Standards Section of the State Department of Education. **APPLICATIONS WITH A COLLEGE/UNIVERSITY RECOMMENDATION WILL BE PROCESSED WITHIN 48 HOURS. A LICENSE/CERTIFICATE ISSUED TO AN APPLICANT WHO SUBMITS ALL NECESSARY MATERIALS BETWEEN MAY 1 AND SEPTEMBER 1 WILL BE DATED JULY 1.**

FEE SCHEDULE

\$10.00	All licenses and credentials issued to applicants subject to the Entry-Year Assistance Program
\$30.00	Initial certificate
\$10.00	All other transactions

For information regarding certification qualifications: See the Teacher Education and Certification Handbook. For more information, contact: A college/university Teacher Education office or the Professional Standards Section, (405) 521-3337.

Vocational-Technical Programs

Oklahoma Department of Vocational-Technical Education
Professional Standards Section

Vocational-Technical certification is available in the following areas:

- Marketing Education
- Occupational Agriculture
- Occupational Home Economics
- Technical Education
- Vocational Health Occupations
- Vocational Home Economics
- Agricultural Education
- Vocational Business and Office

Procedure for Application

Oklahoma applicants should submit application, processing fee, and official transcripts to the Director of Teacher Education at the recommending college or university or to the appropriate State Supervisor at the State Department of Vocational-Technical Education. If the application is approved by the State Supervisor, it will be sent, along with the supporting documents, to the Professional Standards Section of the State Department of Education.

Applicants who hold out-of-state vocational certification may submit all materials directly to the Professional Standards Section of the State Department of Education.

For information regarding vocational-technical certification: See the Teacher Education and Certification Handbook. For more information, contact: A college/university Teacher Education office or the Oklahoma Department of Vocational-Technical Education, (405) 377-2000, or the Professional Section Section, (405) 521-3337.

The Alternative Certification Placement Program

Teacher Education Section

(70 O.S. § 6-122.3)

The Alternative Placement Program provides an opportunity for persons who meet the following criteria to obtain a teaching credential in Oklahoma. The criteria are:

- Completion of a baccalaureate degree from an accredited institution with a major field of study that corresponds to an area of Oklahoma Teacher Certification;
- Successful passage of the appropriate certification test(s) to obtain a teaching license/certificate in the teaching field which corresponds to that degree;
- Completion of Entry-Year Assistance Program and professional education requirements upon obtaining employment in an accredited school in Oklahoma.

Qualifications:

1. Possess at least a baccalaureate degree from an accredited institution with a major field of study that corresponds to an area of Oklahoma certification for a Secondary Certificate, an Elementary-Secondary Certificate, or a Vocational-Technical Certificate.
2. Declare the intention to earn, in three years or less, Standard Certification by means of the Alternative Placement Program.
3. Declare the intention to seek employment as a teacher in the approved teaching field at an accredited public school in the state.

Applicable Certificate Areas:

Secondary Certificates--Grades 7-12

Agriculture	English	Journalism	Social Studies
Business	Home Economics	Mathematics	Speech/Drama
Driver/Safety Ed	Industrial Arts	Science	Technology

Elementary-Secondary Certificates--Grades K-12

Art	Foreign Language	Music	*Reading Specialist
*Counselor	Health Education	Special Education	Physical Education/Health

*Master's Degree Required

Vocational-Technical Certificates--Grades 9-12

Marketing Education	Occupational Home Economics
Trade/Industrial Education	Occupational Agriculture
Technical Education	Vocational Health Occupation

Procedures:

1. File an Alternative Placement Program application and transcripts with the Teacher Education Section of the State Department of Education (SDE). Verification of degree eligibility, certification field, and professional education requirements will be returned to the applicant along with additional instructions if necessary.
2. Pass the Oklahoma Teacher Certification Test(s) in the area of specialization for which certification is sought. Information pertinent to these tests may be obtained from the Oklahoma Teacher Certification Testing Section at (405) 521-4122 or from an Oklahoma college or university.
3. Obtain, per instructions on the Alternative Placement Program application, the signature of a representative of an Oklahoma college or university teacher preparation program as verification of the development of a plan to meet professional education requirements.
4. Verify at least two years of work experience related to the field of specialization by forwarding to the Teacher Education Section of the SDE documentation, preferably on company letterhead, from employers including dates of employment, job title, responsibilities related to the field in which certification is being sought, and the complete mailing address and phone number of the employer.
5. Obtain a teaching position in the approved teaching field in an accredited school in Oklahoma.
6. Complete the required semester hours of professional education through an accredited college or university teacher preparation program, as required by the SDE.
7. Complete the Entry-Year Assistance Program requirements during the first year of employment under the Alternative Placement Program.

For information regarding The Alternative Placement Program: See 70 O.S. §122.3. For more information, contact: Paul Simon, Teacher Education Section, (405) 521-4908.

The Educational Professional Standards Board

Teacher Education Section
(70 O.S. § 6-125, § 6-126, and § 6-164)

The Educational Professional Standards Board "shall serve in an advisory capacity to the State Board of Education in all matters of professional standards, licensing, and certification."

The Educational Professional Standards Board (EPSB), created by the Oklahoma Legislature in 1991, replaced the Professional Standards Board as the advisory body to the State Board of Education on matters related to the improvement of teacher education and standards for certification and licensing of teachers and other educational personnel in Oklahoma.

The Educational Professional Standards Board is charged with such responsibilities as reviewing approved programs of teacher education and of recommending new programs, reviewing current certificate and licensing requirements and recommending standards for new certificates, encouraging studies and research designed to improve teacher education including continuing education of teachers, and making recommendations to the State Board of Education.

The twenty member EPSB is made up of the following or their designee:

- The State Superintendent of Public Instruction;
- The Chancellor of Higher Education;
- The Director of Vocational and Technical Education;
- School administrators;
- Classroom teachers;
- Higher education representatives; and
- Noneducation members.

The EPSB conducts regularly scheduled meetings which are coordinated through the Teacher Education Section of the Professional Services Division of the State Department of Education. Meetings are open to the public and are held in the State Board of Education meeting room in the Oliver Hodge Education Building.

For information regarding the Educational Professional Standards Board: See 70 O.S. § 6-125, § 6-126, and § 6-164. For more information, contact: Paul Simon, Teacher Education Section, (405) 521-4908.

Teacher Certification Testing Program

Teacher Assessment Section
(70 O.S. § 156, § 122.3, § 103.7)

1994 Teacher Certification Test Dates

Test Date	Regular Registration Postmark Deadline	Late Registration (additional fee required)	Score Report Mailed Out
February 11/12, 1994	January 7, 1994	Jan. 12-Feb. 8, 1994	March 18, 1994
May 13/14, 1994	April 8, 1994	Apr. 13-May 10, 1994	June 17, 1994
July 8/9, 1994	June 3, 1994	June 8-July 5, 1994	July 31, 1994
August 12/13, 1994	July 8, 1994	July 13-Aug. 9, 1994	September 16, 1994
November 11/12, 1994	October 7, 1994	Oct. 12-Nov. 8, 1994	December 16, 1994

Teacher Certification Testing is required of individuals who are seeking:

1. new certification;
2. to add an additional certification area to an existing teaching credential;
3. certification through the Alternative Placement Program; or
4. a credential to teach at the four-year-old or younger level. Such individual must have at least five years of experience as an early childhood educator in a Headstart Program, and hold a Child Development Associate (CDA) credential.

General Test Information

- Registration Bulletins and Study Guides are available through Oklahoma colleges/universities with teacher education programs or through the Teacher Assessment Section of the State Department of Education.

- In compliance with State Board of Education regulations, persons may be approved to test through either of the following two options:
 1. Obtain recommendation of the Director of Teacher Education of the higher education institution after completing 90 semester hours toward a bachelor's degree; or
 2. Apply directly to the State Department of Education. To qualify to test through this option, the candidate must meet state certification standards as outlined in the *Teacher Education and Certification Handbook*. Transcripts must be submitted showing proof of degree(s) and completion of all coursework required for obtaining the credential.
- Generally, testing is offered five times per calendar year.
- The registration deadline is five weeks prior to the test date.
- Emergency (Late) registration is available for an additional fee.
- Scores are mailed, directly to the person who tested, five weeks after the test.
- Test scores are confidential and may not be released over the phone.

For information regarding Teacher Certification Testing: See 70 O.S. § 156, § 122.3, § 103.7. **For more information, contact:** Teresa Wood, Teacher Assessment Section, (405) 521-4122.

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The Arts

Arts In Education Section
(70 O.S. § 11-103.6)

The core curriculum defined in this section is to be implemented beginning in the 1993-94 school year and, "Students therefore, must study social studies, literature, languages, the arts, mathematics and science."

Instruction in priority academic student skills and knowledge in the arts may include, but is not limited to:

Traditional arts classes. Visual art and general music taught by art and music specialists or classroom teachers with training in the arts.

Integration of the arts in other curriculum areas. Instruction in curriculum areas such as science or math, incorporate experiences in the arts to aid student understanding of these areas or interdisciplinary, to expand understanding of arts concepts in concert with other subjects. This approach is most effective when used in cooperation with art or music specialists.

It is recommended that all teachers have the opportunity to participate in staff development in one or more of the following:

- introduction to the arts in education
- integrating the arts in the curriculum and/or interdisciplinary unit design
- the arts and thinking skills, i.e., problem solving, creative thinking and various learning styles
- portfolio/performance assessment
- the arts and special populations - including disabled, high-challenge and gifted students

Visual art and general music classes should adhere to class size mandates in accordance with 70 O.S. § 18-113.1. D. Large performance classes such as orchestra, band or choral music are exempt from this limitation, however, this exemption is most appropriate at the secondary rather than elementary level, where large classes may be detrimental to student learning and classroom climate. Resources that may be helpful to schools include, but should not be limited to:

- Arts In Education Section, State Department of Education

- Artists in Residence Program, State Arts Council of Oklahoma or local community artists
- Community arts organizations as partners in program planning and instruction
- Alternative placement program
- Museum docent programs using trained volunteers
- College and university art and music departments
- Instruction by satellite or distance learning

For information regarding the arts: See 70 O.S. § 11-103. 6. For more information, contact: Paulette Black, Arts In Education, (405) 521-3034.

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Compensatory Education

Chapter 1 (P.L. 100-297)

Chapter 1 is a Federally funded program whose purpose is to improve the educational opportunities of educationally deprived students by helping such students succeed in the regular education program of the local educational agency (LEA), attain grade level proficiency, and improve achievement in basic and more advanced skills. This purpose is to be accomplished through such means as supplemental educational programs, school wide projects (when appropriate), and the increased involvement of parents in their children's education.

The Federal government, recognizing the unique needs of children of low-income families, requires that Chapter 1 supplemental programs be provided at school sites with the highest concentration of low-income families in each district.

Eligibility of an attendance area is to be determined using the membership and the number of approved free lunch applicants the last day of November of the preceding fiscal year. The November free lunch numbers used to determine target eligibility must total the same as the number used by the state educational agency (SEA) to determine and LEA's allocation.

Chapter 1 Funding

The SEA shall allocate the basic grant to qualifying LEAs utilizing each LEA's number of approved free lunch participants during the previous November. This number shall be obtained from documentation submitted to the SEA's Child Nutrition Programs Division. (Refer to the Chapter 1 Handbook Section 7.)

Application Requirements

The application is to be submitted following its development involving teachers and parents of program participants for SEA approval prior to July 1. The application must provide sufficient data so that the SEA can make a determination that if implemented, the project would meet all applicable Chapter 1 requirements.

In order to develop the application properly, its development must begin prior to the closing of school during the current year. This will allow the required parent and teacher involvement in its planning as well as make the administration aware of student

needs identified through the annual objective (test data) and subjective (teacher and parent surveys) needs assessments. In addition to these needs assessments, the subsequent program should be planned following the review of the current program evaluation results or following the completion of a sustained effects study.

Selection of Students to be Served

Each eligible school site must complete an annual needs assessment to determine the curriculum area and grade levels with the greatest need. Students selected for participation in Chapter 1 programs shall be those students who are in greatest need of remediation because of educational deprivation in one or all of the three basic curriculum areas (Reading, Language Arts, and Math) eligible for service. The most commonly accepted definition of educational deprivation is below grade level achievement is the score of below the fiftieth national curve equivalence (NCE) on a national normed standardized test.

An annual evaluation of Chapter 1 participants of the evaluation data required by the Department of Education must be an aggregated weighted means by accredited site of NCE gains or losses. It is important to test all Chapter 1 participants or future Chapter 1 participants with a national normed standardized achievement test in the appropriate curriculum area. We do not recommend the brand of test to be used, however, since the state has required testing certain grade levels and the Iowa Test of Basic Skills is required at those grade levels, it has become more expedient and economical to use this instrument to also evaluate the Chapter 1 programs.

If a school wishes to test only the children in grades required by state law, a method of selecting and evaluating Chapter 1 participants in the other grades must be done. The easiest and most cost effective is the method referred to as "Pooling". This method of selection and evaluation calls for the regular classroom teacher to identify in the early spring a pool of students who will be in his or her opinion in need of Chapter 1 assistance in the future year. This opinion is documented using a ranking form based on class participation, grades, and attendance. These students would then be tested to confirm the suspicions of the teacher. Also the current Chapter 1 participants would be tested for post test requirements completing the required annual evaluation.

Evaluation

In June of each year, each participating LEA shall submit to the SEA an evaluation report by site of the previous school year's Chapter 1 program. The evaluation report shall provide student participation and achievement data as required by program regulations. Evaluation requirements are most likely to change when program reauthorization occurs. (Refer to the Chapter 1 Handbook Section 24 for current requirements.)

For information regarding Compensatory Education: See P.L. 100-297 and the Chapter 1 Handbook. **For more information, contact:** Phil Compton, Chapter 1 Section, (405) 521-2846.

Even Start

Chapter 1

(P.L. 100-297)

Even Start is a discretionary grant awarded to provide family centered education programs that involve parents and children in a cooperative effort, enabling parents to become partners in their children's education and to assist their children to reach their potential.

Eligibility: Eligible Even Start participants include an adult parent of a child age birth-7, who resides in an elementary attendance area served by Chapter 1 and must be eligible for participation in an adult education program. Children being served by Even Start must be age birth-7 and reside in a Chapter 1 participating attendance area.

Applicants may be any of the following:

1. A local education agency applying in collaboration with a community-based organization, public agency, institution of high education, or other nonprofit organization;
2. A community-based organization or other nonprofit organization of demonstrated quality applying in collaboration with a local education agency; and
3. Indian tribes and tribal organizations. (Indian tribes and tribal organizations file directly to the U.S. Department of Education.)

Program Requirements

- Identify and recruit eligible children;
- Screen and prepare parents and children for participation;
- Design programs and provide services appropriate to participants' work and responsibilities, to include:
 - appropriate schedules and locations to accommodate parents and children;
 - child care for the period that parents are in the program; and
 - transportation to program;
- Establish instructional programs that promote adult literacy, train parents to support the educational growth of their children, and prepare children for success in

regular school programs; for the purposes of the Even Start program "a parent" includes a biological or adoptive parent, a legal guardian or other person standing "in loco parentis."

- Provide special training to enable staff to develop necessary skills.
- Monitor integrated instructional services for participating parents and children through home-based programs; and
- Coordinate programs with existing services, such as Head Start, Adult Education, Chapter 1, Chapter 2, and programs funded by the Job Training and Partnership Act and the Individuals with Disabilities Act.

For information regarding Even Start: See Part B of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, Sections 1051-1058; 34 CFR Part 212. **For more information contact:** Phil Compton, Chapter 1 Section, (405) 521-2846.

Migrant Education

Chapter 1 Section
(P.L. 100-297)

The purpose of Migrant Education is to serve the educational and health related needs of children of migratory farmworkers. A migratory child is defined as any child who moves across school district lines with his or her parents or guardians who are seeking work in agriculture or an agricultural-related industry.

Requirements for a Migrant Project

A school district must:

...generate at least 15 FTE migrant children on certificates of eligibility (COE) before it can be considered for a project. (An FTE is one child attending the school for an entire school year.)

...express their intention of hosting a migrant project in April of each school year.

...conduct an annual needs assessment.

...file an application form by July 1 of each school year to the State Department of Education.

...have a required Parent Advisory Committee who provides input into the program design, this is a year round process.

...annually evaluate its project.

...make timely reports on student demographic, achievement, and health data to the State Department of Education. Student records will be updated several times during the school year. This would also include health records of migrant students.

...continue to identify and recruit students of migratory farmworkers.

...provide support services (medical, dental, counseling, etc.) when needs assessment indicates services are needed when no other funds or services are available.

For information regarding Migrant Education: See Part D of Chapter 1 of Title I, Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins - Robert Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297). **For more information, contact:** Tim Love, Chapter 1 Section (405) 521-2846.

Chapter 2

Chapter 2 Section (P.L. 100-297)

Each year the State Department of Education receives a Chapter 2 grant award from the United States Department of Education. The goals of the program are:

- increased local flexibility in the use of Chapter 2 funds
- providing services for private nonprofit school students
- encouraging innovation and
- the improvement of elementary and secondary educational programs.

A minimum of 80 percent of the state grant is subgranted to local school districts through an annual noncompetitive application process. District activities supported by Chapter 2 funds must (1) supplement existing programs and services provided by state and local funds or (2) support innovation. Any of the seven Targeted Assistance Programs (TAP) areas listed below may be addressed by participating districts.

1. Programs to meet the educational needs of students at risk of failure in school and of dropping out and students for whom providing an education entails higher than average costs (students from low income families and those who live in sparsely populated areas);
2. Programs for the enhancement of basic skills through the acquisition and use of instructional and educational materials, including library books, reference materials, computer software and hardware for instructional use, and other curricular materials that would be used to improve the quality of instruction.

Funds may be used to support innovative instructional programs, with curricula materials, library books, reference and other instructional materials and equipment which show promise for improving student achievement in basic skills (including reading, writing, and computational skills (and other critical subject areas, such as science and mathematics.)

3. Innovative programs designed to carry out schoolwide improvement through the following activities:
 - (1) plan, implement, support, evaluate, revise, and strengthen effective schools programs;
 - (2) plan, conduct training and other professional development activities for teachers, administrators and other education personnel on the implementation of effective school programs;
 - (3) provide technical assistance and promote state and local educational agency awareness of effective schools research, model programs, and implementation;

- (4) develop and implement systems to evaluate and analyze effective schools programs;
 - (5) improve parent and community involvement/participation as part of an ongoing effective school program;
 - (6) support model and demonstration programs related to effective schools programs; and
 - (7) develop and disseminate educational materials related to effective schools programs.
4. Programs of training and professional development to enhance the knowledge and skills of educational personnel, including teachers, librarians, school counselors, social workers, school psychologists and other pupil services personnel, and administrators and school board members;
 5. Programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk of illiteracy in their adult years.
 6. Programs designed to enhance the personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects; and
 7. Other innovative projects which would enhance the educational program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood education programs, community education and programs for youth suicide prevention.

In determining district grant awards, the State Department of Education calculates 85 percent of each grant on the basis of ADM with the balance calculated for high cost students. Private nonprofit schools may participate by completing a component of the district application.

The district application process begins in February each year with the distribution to private schools of Intent to Participate forms which must be completed and returned. Participating private nonprofit school ADM is also used in calculating district allocations. District application forms and estimated allocations are distributed in late March. Completed applications are due the last business day of May. With an application on file at the State Department of Education by July 1, participating districts may begin obligating funds for eligible Chapter 2 purposes for the succeeding fiscal year as of this date. Funds unobligated as of June 30 may be carried over for one fiscal year.

Upon receipt of the district's final expenditure report, a revised district allocation will be calculated which will include: (1) the district's final current year allocation, (2) any district carry-over from the previous year, and (3) redistributed SDE funds. A revised summary budget and necessary application materials must be submitted for authorization to obligate the revised amount. Annual monitoring of a percentage of participating districts is conducted by the department during the fall and spring. End-of-year program effectiveness evaluation reports are due in mid-June in the Special Projects office, School Finance section.

Copies of the Chapter 2 Nonregulatory Guidance prepared by the United States Department of Education have been distributed to each district. Additional copies are available from the State Department of Education.

For more information regarding Chapter 2: See P.L. 100-297. For more information regarding technical assistance in application completion and program development/implementation, contact: Keith Haley, Chapter 2 Section, (405) 521-3694.

Four-Year-Old Programs

Early Childhood/Family Education Section

(70 O.S. § 11-103.10)

School districts may offer an Early Childhood Program for four-year olds. The program may be offered within the district, in cooperation with other districts, through the use of transfers, or by contracting with a private or public provider.

Eligibility

Any child who is (4) four years of age by September 1, is entitled to attend an early childhood program in any district where one is offered. Children who meet Head Start qualifications may attend free of charge and must be given priority for acceptance. Other 4-year olds may be accepted into the program on a sliding scale (according to family income) tuition determined by the local district.

Student Transfer Guidelines

If a school district chooses to accept transfer students into their early childhood four-year-old programs, those transfer students who meet Head Start guidelines must be given priority over transfer students who do not meet the Head Start guidelines.

A transfer student who meets Head Start guidelines would not have priority over those students living within the district who do not meet the Head Start guidelines.

Program Requirements

Such program shall:

1. be directed toward developmentally appropriate objectives which meet the child's developmental level, rather than academic objectives.
2. be offered in addition to Head Start classes.
3. accommodate the needs of all children and families regardless of socioeconomic circumstances.
4. be in accordance with all rules and regulations set forth by the State Board of Education.

Teacher Qualifications

Any teacher employed by a public school to teach in an early childhood program for four-year olds shall be certified in early childhood education.

Any person who has been an early childhood educator with the Head Start program for 5 years, has a child development associate (CDA) credential and has passed the early childhood certification test may teach a 4-year old program.

If a school district contracts with a private or a public provider each teacher must be certified in early childhood education. Teachers without early childhood certification hired by a provider prior to January 1, 1993, shall hold an elementary certificate, and be required to obtain certification in early childhood education on or before the beginning of the 1996-97 school year.

Class Size

The number of children in a group shall not exceed twenty (20). The adult-child ratio shall be 1 adult to 10 children. If there are more than 10 children in the class a full time teacher assistant must be employed.

For more information regarding Four-Year Old Programs: See 70 O.S. § 11-103.10 and State Board of Education Rules and Regulations for Early Childhood Education Programs. **For more information contact:** Pat Curtis, (405) 326-5667, Judy Franks Doebler, (918) 745-2246, or Dee Dee Mundell, (405) 533-4200, Early Childhood Specialists.

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Kindergarten Programs

Early Childhood/Family Education Section
(70 O.S. § 1-114, § 10-105, 18-113.2, and § 1210.282)

Schools must provide one-half day of kindergarten for all children five years of age on or before September 1. Parents may notify the school by certified mail of their intent to withhold their child until the next school year. Schools may provide an all day program.

Underage Attendance

School districts may accept children in kindergarten who are underage if class size allows and they are found through appropriate readiness screening to be ready for enrollment and if a psychochemist approves the enrollment. Underage children admitted to a kindergarten class are to be included in the average daily membership for state aid funding.

Screening

All students who are enrolled in kindergarten shall be screened for readiness before entry into first grade. Results of the screening are to be shared with the child's parent or legal guardian, teacher and school district administration.

Teacher Qualifications

All teachers hired to teach kindergarten must be certified in early childhood education. Those hired prior to January 1993 have until the beginning of the 1996-97 school year to complete early childhood certification.

Curriculum and Environment

All kindergarten programs are to be developmentally appropriate. Learning is based on the knowledge of how young children develop and learn. It is directed toward the education of the whole child, physically, socially, cognitively and creatively.

Developmentally appropriate programs are:

- Age appropriate which considers the developmental stages of the children when preparing the classroom environment and planning appropriate experiences.
- Individual appropriate which considers and respects each child's individual pattern of growth, learning style and cultural background.
- Programs that provide an integrated curriculum which integrates all content

areas around a theme. The school day is not divided into blocks of time by content area.

- Programs that provide an environment which is arranged in learning areas that allow children choices to work at different levels on different activities and does not require all of the children to do the same thing at the same time.
- Programs that provide a balance of teacher-directed and child initiated activities, active and quiet activities, independent and guided activities, large and small groups, and individual activities.
- Programs that provide a learning process that is active, not passive. Children interact with each other and materials while they engage in cooperative "hands-on" learning with real experiences.
- Programs that provide curriculum which builds upon what children already know and are able to do to enable them to connect new concepts and skills.

Class Size

There shall be no more than 20 students in a kindergarten class. The class size limitation does not apply if the creation of an additional class would cause the class to have fewer than 10 students. When there are 21 through 29 students in a class, a teacher's assistant must be employed. If the class size reaches 30 students, an additional class must be formed.

For more information regarding Kindergarten Programs: See 70 O.S. § 1-114, § 10-105, § 18-113.2 and § 1210.282. **For more information contact:** Pat Curtis, (405) 326-5667, Judy Franks Doebler, (918) 745-2246 or Dee Dee Mundell, (405) 533-4200, Early Childhood Specialists.

Oklahoma Parent Education Program

Early Childhood/Family Education Section

(O.S. 70 § 10-106.3)

The program is a voluntary home-school partnership designed to give children the best possible start in life and to support parents in their role as their child's first teacher.

Origin of the Program

Section 35 of House Bill 1017, the Education and Reform Funding Act of 1990, required the State Board of Education to develop and implement a program of parent education for parents of children birth to age three which provides practical information and guidance to parents regarding the development of language, cognition, social skills and motor development.

The program was implemented in the 1991-92 school year. As the law states funds were made available to school sites identified as having the greatest percentage of children qualifying for the free or reduced lunch program. All schools must provide the program by the 1994-95 school year.

The program is based on the philosophy that parents are their children's first and most influential teachers. School partnership begins when learning begins: at birth.

Means and Methods

The fundamental goals of the parent education program are:

1. to increase involvement by parents in the educational development of their child.
2. to establish a strong and positive partnership between parents and schools.
3. to promote joint cooperation among school districts, agencies, and organizations in providing services to young children, thereby reducing duplication of services and increased costs.
4. to intervene early in at-risk cases, thus reducing expensive remedial and special education services and retentions.

Implementation

The State Board of Education has developed two parent education programs for parents of children birth to three. The Oklahoma Parents As Teachers program that is home based and the Parent Education Training Program that is school based.

1. The Oklahoma Parents As Teachers Program includes:
 - a. personalized home visits conducted by certified parent educators.
 - b. monthly group meetings with other parents.
 - c. information and guidance that includes appropriate developmental expectations and activities for their child.
 - d. a referral network that can assist parents in finding special services if needed.
2. The Parent Education Training Program includes:
 - a. a two-day training for two parent education facilitators from each school district that will provide information, resources and guidelines for the implementation of a birth to age three education program.
 - b. group meetings.
 - c. information and guidance that includes appropriate developmental expectations and activities for parents to work with their child.
 - d. a referral network that can assist parents in finding special services if needed.

The State Department of Education has developed an **Oklahoma Parent As Teachers** brochure, two videotapes, and a publication, *Parent Child Activities*.

For information regarding Oklahoma Parent Education Program: See 70 O.S. § 10-105.3. **For more information, contact:** Pat Curtis, (405) 326-5667, Judy Franks Doeblor, (918) 745-2246, or Dee Dee Mundell, (405) 533-4200, Early Childhood Specialists.

Parent Outreach Program
Early Childhood/Family Education Section
(O.S. 70 § 10-105.2 and § 6-158)

Parental Involvement is a process of community action that enriches the entire educational process. The education of the student is enhanced when the home, the school and the community work together.

Outreach Opportunities

An agreement may be made with the parents of each child enrolled in school. It may emphasize the beneficial relationship between parental interest and pupil achievement. The parents agree that their child will attend school, behave appropriately and complete homework. The school may agree to provide free remediation if necessary.

Parent Teacher Conferences

Teachers should schedule conferences to accommodate all parents. At least one conference each semester is recommended.

Implementation

All school districts shall promote the school as a congenial place for parents to visit.

Private employers should be encouraged to give employees time off to visit the school and attend conferences.

Staff Development

The staff development program of each school district shall include a component of training in outreach to parents.

For information regarding Parent Outreach Program: See O.S. 70 § 10-105.2 and § 6-158. **For more information contact:** Pat Curtis, (405) 326-5667, Judy Franks Doebler, (918) 745-2246, or Dee Dee Mundell, (405) 533-4200, Early Childhood Specialists.

State-funded Competitive Grants FY 94

State-funded grants are available on a year-to-year basis depending on appropriated funds from the legislature.

Alternative and High Challenge Education Programs Education Reform Tracking Section (70 O.S. § 1210.562)

The grant is for projects to operate alternative and high challenge education programs. A percentage of the state-funds available will be used for continuing high challenge grants. The balance will be used for purposes of establishing and initiating educational programs at the local school district level and for encouraging the local districts to participate in innovative educational programs. Grants shall be awarded to school districts or programs based on the criteria mandated in SB 1025 (1992). Governor's Executive Order 91-7.

For more information, contact: Lealon Taylor, Education Reform Tracking, (405) 521-4517.

Telecommunications Grant Instructional Technology Section (H.B. 1828, Section 30, 1993)

Telecommunications Grants are offered to an institution of the Oklahoma State System of Higher Education for the purpose of implementing telecommunications curriculum statewide. Criteria has been established according to the Governor's Executive Order No. 91-7.

For more information, contact: John P. Curran, Instructional Technology, (405) 521-3994.

Small School Cooperative Grant
Education Reform Tracking Section
(H.B. 1828, Section 30, 1993)

Small School Cooperative Grants are offered for districts below 800 in ADA for the purpose of offering programs based on a common or critical need. A cooperative can also be established between a district and an institution of Higher Education. A cooperative arrangement can be made to offer mathematics, science, foreign language, computer education or music. Criteria has been established according to the Governor's Executive Order No. 91-7.

For more information, contact: Lealon Taylor, Education Reform Tracking, (405) 521-4517.

School/Community Network for Arts In Education Competitive Grant
Arts In Education Section
(H.B. 1828, Section 31, 1993)

The intent of the School/Community Network for Arts In Education Grant is to provide every student, K-12, access to all the arts including music, visual art, drama and dance. This access is provided through (1) Arts Education--skill development in a specific art form; (2) Arts In Basic Education--infusion of the arts into other basic skills; (3) Specialized Arts--the use of the arts to reach the special learner, both gifted and children and youth with disabilities.

Oklahoma public school districts may apply individually or form a cooperative with other districts. The funding amount for these grants will vary according to the size of the district. Criteria has been established according to the Governor's Executive Order No. 91-7.

For more information, contact: Paulette Black, Arts In Education, (405) 521-3034.

Library Media Improvement Grant
Library Media/ITV Section
(H.B. 1828, Section 29, 1993)

Library Media Improvement Grants are available for public schools to continue year two or three of currently funded grants. Funds may be used for books, audiovisual materials, periodicals, equipment or salaries. Schools eligible for the second or third year of currently funded grants may apply if they meet the guidelines and criteria established and approved in compliance with Executive Order 91-7.

For more information, contact: Bettie Estes-Rickner, Library Media/ITV, (405) 521-2956.

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Gifted and Talented Education

Gifted and Talented Education Section

70 O. S. § 1210.301-307

Each district must submit Gifted and Talented Child Count by December 6 of each year. Schools are required by statute to provide gifted educational programming for all identified gifted children.

Gifted child educational programs are defined in the statutes as "those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted and talented child" (70 O.S. §1210.301).

Each school district has an approved policy statement on file in the Gifted and Talented Section of the State Department of Education. These policies were all rewritten in 1991 and approved by the staff of the Gifted and Talented Section. Districts should submit addendums or a complete updated policy when they make changes in their identification process, programming options or other related services and practices. It is imperative that local practice and written policy are aligned for accreditation and public accountability.

Gifted and Talented Child Count is conducted annually. Forms are sent to each school superintendent in late October and are due back during the first week of December. Accuracy of this information is very important as it is used for State Aid allocation, public reporting and legislative reports. Districts receive funds for the number of students reported as identified and served. As noted above, local school districts are responsible for providing "gifted child educational programs" for every child reported in Gifted and Talented Child Count.

Technical assistance is provided for educators wanting help in planning or revising their identification procedures or their gifted programming. Workshop sessions are also available for educators, parents or other interested groups.

For information regarding Gifted and Talented Education: See 70 O. S. § 1210.301-307; proposed regulations are available by calling the Gifted and Talented Section, (405) 521-4287. **For more information, contact:** Cindy Brown, (405) 521-4287, or Anita Boone, (918) 333-2079.

Proficiency Based Promotion

Gifted and Talented Education
(70 O. S. § 11-103.6.C.)

Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.

Proficiency Based Promotion is a system which awards credit for students' knowledge in the core curriculum areas, i.e., social studies, language arts, the arts, languages, mathematics, and science through an assessment process. All students in Grades K-12 are eligible for Proficiency Based Promotion if they perform at the 90% level on designated assessments. Elementary or secondary students may advance one or more levels in the core curriculum areas.

Elementary, middle level, or high school students demonstrating proficiency will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area. Students must progress through a curriculum area in a sequential manner.

If students demonstrate proficiency for 9-12 curriculum areas, appropriate notation will be entered on the high school transcript. The unit will count toward meeting the requirements for graduation. Credits earned through proficiency assessment will be transferrable with students among school districts within the state of Oklahoma.

Students not demonstrating proficiency will be allowed to try again during the next assessment period. Failure to demonstrate proficiency will not be noted on the transcript.

It is the responsibility of the educators of each local school district to select the best means of assessing proficiency for their students. The assessment should be appropriate to the curriculum area and shall be aligned with curriculum and instruction. Proficiency in all laboratory sciences will require that students are able to perform relevant laboratory techniques.

For information regarding Proficiency Based Promotion: See 70 O. S. § 11-103.6.C. For more information and copies of guidelines for Proficiency Based Promotion, contact: Cindy Brown, Gifted and Talented Education Section, (405) 521-4287.

AIDS Prevention Education
Health/Safety and Physical Education Section
(70 O.S. § 11-103.3)

The state mandate for AIDS Prevention Education requires that Acquired Immune Deficiency Syndrome (AIDS) prevention education be taught in the public schools.

Students shall receive such education at least once during Grades 7-9; and at least once during Grades 10-12. The grade level selected within these grade periods is at the option of the local school district.

No student shall be required to participate in AIDS prevention education if a parent or guardian objects in writing.

A school district may develop its own AIDS prevention education curriculum and materials.

Any curriculum and materials developed for use in the public schools must be approved each year for medical accuracy by the State Department of Health, HIV/STD Service.

School districts must make curriculum and materials used to teach AIDS prevention education available for parental/guardian inspection.

School districts, at least one month prior to providing the instruction, must conduct for the parents/guardians, at least one presentation concerning the curriculum and materials involved during weekend and evening hours.

AIDS prevention education shall specifically teach students that:

- (1) engaging in homosexual activity, promiscuous sexual activity, intravenous drug use or contact with contaminated blood products is now known to be primarily responsible for contact with the AIDS virus;
- (2) avoiding the activities specified above is the only method of preventing the spread of the virus;
- (3) sexual intercourse, with or without condoms, with any person testing positive for human immunodeficiency virus (HIV) antibodies, or any other person infected with HIV, places that individual in a high risk category for developing AIDS;

- (4) abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact; and
- (5) that artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease.

For information regarding AIDS Prevention Education: See 70 O.S. § 11-103.3. For more information contact: Jacque Reynolds, Health/Safety and Physical Education Section, (405) 521-6645.

Drug Education

Health/Safety and Physical Education Section
(P.L. 101-647)

The Drug Abuse Education Act of 1972 authorizes the development of drug abuse education programs for children and youth in kindergarten and grades one through twelve in public school districts which choose to participate.

School districts are encouraged to establish comprehensive drug prevention programs that are developed from the most accurate and current information available. In addition, programs should clearly and consistently teach that illicit drug use is wrong and harmful.

Vital Components for Achieving Drug-Free Schools:

- (1) recognize, assess and monitor the problem
- (2) set, implement and enforce school policy
- (3) implement a comprehensive drug prevention curriculum for kindergarten through grade twelve
- (4) provide drug prevention inservice training for administrators, teachers and support staff
- (5) promote parent involvement at the school and provide parent education
- (6) involve students in drug-free activities
- (7) develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations and private groups can work together to provide necessary resources

Funding:

School districts are encouraged to participate in the Drug-Free Schools and Communities Act of 1986. Funding is available to help schools expand and/or enhance their programs.

Drug Prevention Program Certification

In order for a school district to receive any federal funding, it must have adopted and implemented a drug prevention program for its students and employees. As of October 1990, all LEAs in the state were in compliance with this new law. SEA personnel will monitor each LEA to ensure continued certification compliance.

For information regarding drug education requirements: See P.L. 101-647; Drug Free Schools and Communities Act of 1986. **For more information, contact:** Dan Reich, Health/Safety and Physical Education Section, (405) 521-4507.

Health/Safety Education

Health/Safety and Physical Education Section
(70 O.S. § 11-103.5)

School health/safety education includes the development, delivery, and evaluation of a planned sequential instructional program and other activities for students kindergarten through grade twelve designed to positively influence health and safety knowledge and physical skills of students.

The following are suggested guidelines for implementing quality school health programs.

An exemplary program would allow full and extended implementation of the Priority Academic Student Skills;

An excellent program would allow full implementation of all Priority Academic Student Skills;

A program meeting the minimum suggested guidelines would only allow for addressing the Priority Academic Student Skills.

Class Size for Health/Safety

Health/Safety Education classes will meet the same class size mandated by law for all classroom courses.

Recommended Certification Required to Teach Health/Safety

Exemplary

K-12 Certified in Health Education

Excellent

Instructor certified in Physical Education who has had classes and training in all aspects of health.

Minimum

K-6 Certified in Elementary Education

7-12 Certified Educator, with a health endorsement.

Subjects Addressing Health and Safety Outside of the Health Classroom

- K-6** Science or physical education
- 7-12** Home economics, science and physical education can cover various areas of the health/safety curriculum.

For information regarding Health/Safety Education: See 70 O.S. § 11-103.5. **For more information, contact:** Dan Reich, Health/Safety and Physical Education Section, (405) 521-2107.

Physical Education

Health/Safety and Physical Education Section

Physical Education: Physical education teaches students how to:

Use skills and knowledge to develop, maintain and promote lifelong health;
Recognize skills and knowledge needed for participation in vigorous physical activities that can help develop and maintain physical fitness throughout their lives;
Recognize skills for coordination development;
Apply skills and knowledge needed for participation in lifetime sports and physical activities.

The following are suggested guidelines for implementing a quality physical education program.

An exemplary program would allow full and extended implementation of the Priority Academic Student Skills;

An excellent program would allow full implementation of all Priority Academic Student Skills;

A program meeting the minimum suggested guidelines would only allow for addressing the Priority Academic Student Skills.

Recommended Time Frame for Physical Education

	Exemplary	Excellent	Minimum
K-3	175 min/week or 35 min/5 days wk	150 min/wk or 30 min/5 days wk	90 min/wk or 30 min/3 days wk
4-5	225 min/wk or 45 min/5 days wk	150 min/wk or 30 min/5 days wk	90 min/wk or 30 min/3 days wk
6-8	275 min/wk or 55 min/5 days wk	220 min/wk or 55 min/4 days wk	165 min/wk or 55 min/3 days wk
9th	275 min/wk or 55 min/5 days wk	275 min/wk or 55 min/5 days wk	165 min/wk or 55 min/3 days wk

10th	275 min/wk or 55 min/5 days wk	165 min/wk or 55 min/3 days wk	10th-12th 2 semesters of 165 min/wk or 55 min/3 days wk
11-12	165 min/wk or 55 min/3 days wk	elective of 165 min/wk or 55 min/3 days wk	

Recommended Class Size for Physical Education

	Exemplary	Excellent	Minimum
K-3	20:1	25:1	30:1
4-5	20:1	25:1	30:1
6-8	20:1	30:1	40:1 with aid
9-12	20:1	30:1	40:1 with aid

Certification Required to Teach Physical Education

	Exemplary	Alternative
K-6	Certified in Physical Education	Certified in Elementary Education
7-12	Certified in Physical Education	No Alternative

(K-8 school must provide an educator certified in physical education to teach the 7th and 8th grade level, even with an elementary education teacher at levels K - 6.)

Subjects Substituting for Physical Education

	Exemplary	Excellent	Minimum
K-6	no substitution	no substitution	no substitution
7-9	no substitution	(7-8) no substitution (9) intramurals	(7) no substitution (8) intramurals (9) athletics
10-12	no substitution	(10) athletics	(10-12) athletics

***When athletics is being allowed to substitute for physical education, at the secondary level, it is necessary for the athletic coaches to devote time to educating their athletes about proper exercise and fitness. The Priority Academic Student Skills for physical education must be recognized by the coaches and implemented in the semester framework of their athletic program.**

For information regarding Physical Education, contact: Velinda Baker, Health/Safety and Physical Education Section, (405) 521-2106.

Education for Homeless Children & Youth

Homeless Education Office
(P. L. 100-77, Title VII, Subtitle "B")

Each year the State Department of Education receives a limited federal grant from the United States Department of Education under the S. B. McKinney Homeless Assistance Act to identify and remove barriers to the enrollment, attendance or success in school of homeless children and youth.

Homelessness may not be used as a basis for denying an otherwise eligible child or youth access to a free, appropriate public education available to children whose parents are residents of the state.

As defined by the McKinney Act, "a homeless child or youth is one who :

- (1) lacks a fixed, regular, and adequate nighttime residence or
- (2) has a primary nighttime residence that is --
 - (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations, or
 - (b) a public or private place not designated for or used as a regular sleeping accommodation for human beings."

Legal residence for school attendance purposes includes but is not limited to homeless shelters, DHS emergency youth shelters, domestic violence crises centers, doubled-up with family or friends, parks, campgrounds, car campers or on the street.

In addition to federal law, Oklahoma's Special Facilities Policies statute [70 O.S. Supp. 1989, §3-104(2)] approved by the State Board of Education in October of 1990 clarifies the responsibilities of all school districts to serve special "at-risk" populations including homeless children and youth. Excerpts from the statute pertinent to homeless children and youth are included below.

Sec. II: "Children residing in facilities such as...a temporary homeless shelter are residents for school purposes of the district where the facility is located and are entitled to all educational opportunities afforded other resident children."

Sec. IV(C)(3)(g): "Procedures [must] be developed to ensure the expeditious exchange of education records in accordance with the Family Education Rights and Privacy Act."

Sec. IV (C)(4)(c): "When services are delivered to youth who are not current residents of the district providing the educational services, the providing district shall receive reimbursement for those educational costs from the youth's district of residence."

Sec. V: "The educational program of each facility shall be monitored by the Regional Accreditation Officers (RAOs) of the Certification Section of the State Department of Education."

In 1992, the State Department of Education conducted a statewide survey to locate and determine the educational status and needs of homeless children and youth residing in each district. Those districts identifying at least 25 homeless students were invited to apply for limited grants to establish pilot projects to provide supplementary educational services to homeless students to improve school attendance and achievement. A minimum of 50 percent of each district grant must be used to provide primary educational services while 35 percent to 50 percent must be used for related services as defined in the Act.

Grant awards are based on:

- (1) the number of identified eligible homeless children and youth living within the district,
- (2) the type and degree of their educational needs,
- (3) the ability of the district to provide educational services to homeless students, and
- (4) the degree of cooperation of community service providers who assist the homeless.

Average grant amounts vary from \$10,000 to \$20,000 for districts operating pilot projects serving 25-50 homeless students per year. Funding levels for projects serving larger populations in metropolitan settings are proportionately higher. Districts conducting pilot projects must designate a district administrator as Homeless Education Coordinator to ensure all homeless children and youth living in the district are identified, evaluated and provided required services. Homeless students may be served in a class conducted by project staff on-site at homeless shelters or provided remedial assistance at the neighborhood school in which they are enrolled. Grant applications are distributed in early June with a due date of June 30. Annual project performance evaluations are due July 30.

Projects funded in FY92 were eligible for second year FY93 continuation grants to improve the delivery of services to homeless students. Grants for FY94 will be awarded to districts which qualified for initial year funding in 1991-92. During the fall of 1993, the State Department of Education will conduct a second statewide survey to locate homeless children and youth to determine their educational status and needs. Survey data reported by districts will form the basis for the awarding of grants for school year 1994-95. Copies of the McKinney Homeless Assistance statute and state Special Facilities Policies are available upon request.

For information regarding education for homeless children and youth: See P.L. 100-77, Title VII, Subtitle "B". For more information, contact: Keith Haley, Homeless Education Office, (405) 521-3466.

Indian Education Services in Oklahoma

Indian Education Section

(P.L. 73-167; P.L. 95-561; Title XI, Part 273; P.L. 100-297;
amended by P.L. 100-427; and 70 O.S. § 11-103.6)

The State Department of Education has placed a priority on service to Oklahoma's Native American population by continuing a state-funded Indian Education Section which provides a variety of services to Indian students, parents, and educators of all students in Oklahoma. In 1991-92, the Indian student population included 76,330 students attending public schools in Oklahoma (over 95% of the total Indian student population). The services provided are very specialized due to the educational, cultural, linguistic, legal, and historical uniqueness of the Native American.

The Indian Education Section provides administration, program development, and technical assistance to 16 schools in Southwestern and Central Oklahoma, Osage Nation in Northern Oklahoma, and the Northeast Eight Tribes in Ottawa County with Johnson O' Malley Indian Education grant programs.

The Indian Education Section provides technical assistance and program development to 329 schools and parent committees with Indian Education Act Title V-C formula grants.

The State Board of Education in December of 1992 adopted the first comprehensive statewide plan, *Native Americans: Leaders in the 21st Century* which was developed by the Indian Education section and addresses the issues of:

- 1) programs and services to meet the unique educational needs of Indian youth and adults,
- 2) the involvement of tribes, communities, youth, and parents in the total educational program,
- 3) the incorporation of American Indian sign language, history, literature, and cultural heritage into the general curricula,
- 4) the concept of equal educational opportunity, and,
- 5) viable programs which permit Indian people to compete and excel in life areas of their choice.

This plan also addresses issues mandated in Standard IV: Curriculum and Instruction Section of the Accreditation Standards.

Activities

1. Inservice by Indian Education staff to present a multi-cultural perspective for teachers in the areas of curriculum, parental involvement, higher education, substance abuse prevention, counseling, and community resources.
2. Curriculum development of culturally-relevant lesson plans for various subject areas. Summer workshop provided for parents, paraprofessionals, teachers, counselors, and administrators oriented to produce ideas and materials for SDE curriculum publications. All materials are made available to the public schools.
3. Sponsor Regional and Statewide Indian Student Art Shows.
4. Inservice to provide awareness of teaching strategies which support quality learning for the Indian children in Oklahoma.
5. Serve as a liaison between the 37 tribes and the public schools in the development of tribal language-based curriculum for the public schools.
6. Co-sponsor the annual American Indian Education Exposition.
7. Sponsor a Johnson-O'Malley Youth Leadership Symposium each summer in coordination with a state university to motivate students in academic excellence, leadership development, and preservation of tribal traditions.

The Indian Education Section coordinates with the following organizations in promoting Native American issues:

National Advisory Council on Indian Education
National Indian Education Association
Oklahoma Council for Indian Education
Native American Language Issues Institute
U.S. Department of the Interior, Bureau of Indian Affairs
U.S. Department of Education, Office of Indian Education
The Smithsonian Institution
American Indian Institute
Red Earth, Inc.
Oklahoma Indian Affairs Commission
Oklahoma Historical Society
Indian Education Technical Assistance Center Five
Oklahoma Regents for Higher Education
Other Oklahoma State Department of Education sections
Supreme Court of Oklahoma
Other state education agencies

For information regarding Johnson-O'Malley: See Johnson-O'Malley Act of 1934, P.L. 73-167; P.L. 95-561, Title XI, Part 273. **For information regarding Title V-C formula grants:** See Title V Indian Education Act of 1988, P.L. 100-297; amended by P.L. 100-427. **For information regarding Native American Language curriculum:** See 70 O.S. § 11-103.6. **For more information regarding *Native Americans: Leaders in the 21st Century*, contact:** Valeria Littlecreek, Indian Education Section, (405) 521-3311.

Distance Learning/Telecommunications
Instructional Technology/Telecommunications Section
(62 O.S. § 41.5m)

Distance Learning/Telecommunications is the transferring of data or information across a distance. Distance Learning in Oklahoma allows schools an alternative method to meet several mandates of House Bill 1017.

Distance Learning/Telecommunications is the transferring of data or information across a distance. The mediums used to transfer this information range from satellite transmission to fiber optic cable to computer modem dial-up access. Other mediums of transmission are microwave towers, cable, or any other electronic means.

Distance Learning in Oklahoma allows schools an alternative method to meet several mandates of House Bill 1017. Foreign language, mathematics, science, and physics are a few of the courses available from Oklahoma State University, Kansas University, the TI-IN Network, Satellite Education Resources Consortium and other satellite transmission sites.

Fiber optic networks have been another means of instructional transmission. The panhandle portion of Oklahoma is where the initial networks were installed, but since that time, other school sites in the state have become operational. Fiber optic clusters allow districts to share resources and teachers among the schools. Compressed video and full motion video clusters are now in place throughout the state.

Other distance learning/telecommunications entities are the Oklahoma Library Technology Network (OLTN), SpecialNet, and the State Department of Education Bulletin Board System (SDE BBS). OLTN currently is a CD-ROM based bibliographic union catalog of resources that can be shared between libraries of all types. In the near future, interlibrary loan of resources will be accomplished through telecommunications and technology. SpecialNet was originally created by the National Association of State Directors of Special Education, Inc., to link education agencies with electronic mail and bulletin board capabilities. It has now been expanded to include other education information. Oklahoma's SpecialNet system allows any agency with basic computer equipment, communication software, and a phone modem to access the system. Within the system are three continuing bulletin boards — one listing job openings and applicants, one carrying current news on such topics as legislation, policies, grants and funding and the third listing a constantly updated calendar of events, such as workshops and meetings. The SDE BBS is a computer modem dial-up maintained at the Oklahoma State Department of Education Instructional Technology/Telecommunications Section. It allows students, parents, teachers, administrators, patrons and any other interested parties to share educational information and ideas.

As Oklahoma moves into the 21st century, applications and uses of technology will be duplicated by institutions of education and other agencies. To try and avoid this duplication process and to help in the facilitation of telecommunications in the state, House Bill 2133 provides for the obtainment of telecommunications information from state agencies. To be in compliance with House Bill 2133, Section 1D, 1b, which provides in part:

"...the State Superintendent of Public Instruction shall submit a report annually to the Director of State Finance identifying the telecommunications plans of the public common school system of the state. For purposes of developing such a report, the respective public elementary and secondary schools shall cooperate with and submit to the State Superintendent a plan of their telecommunications needs, including, but not limited to, any interactive video plans, the purchase of informational databases, software for the manipulation of telecommunications equipment or services."

Schools will need to prepare a telecommunications plan and submit it to the Oklahoma State Department of Education each year. A telecommunications plan should include long range goals and objectives for the project, needs assesment, an evaluation plan, and qualification of key personnel. Additional information concerning the type of project being designed or implemented, the projected cost of the project, type of equipment being used, life expectancy of the equipment being used, school cooperatives that may be formed for the project, courses being offered, and resources being shared should also be included.

For information regarding the Telecommunications Plan: See 62 O.S. § 41.5m. For information regarding OLTN, contact: Bettie Estes-Rickner, Library Media/ITV Section, (405) 521-2956. For information regarding SpecialNet, contact: Rex Howard, Special Education Section, (405) 521-3351. For information regarding SDE BBS, contact: Gwen Dietrich, Instructional Technology Section, (405) 521-4005. For more information, contact: John P. Curran, Instructional Technology Section, (405) 521-3994.

Instructional Technology

Instructional Technology/Telecommunications Section
(70 O.S. § 11-103.5.)

House Bill 1017 mandates that the curriculum be identified that will "provide the opportunity for every student in this state to become proficient in the use of computer technology".

The vast array of technology available to schools today provides invaluable opportunities for thousands of students — from preschoolers learning the basic shapes to high schoolers creating complicated 3-D blueprints.

Technology should be integrated in the core curriculum through the use of instructional tools such as spreadsheets, databases, word processors, multimedia, electronic information access, telecommunications, desktop publishing, math tools, scientific tools, computer-assisted instruction (CAI), and integrated learning systems (ILS's). In addition, computer technology can be taught in separate curriculum areas such as computer science, computer literacy, or computer applications.

The areas of technology in Oklahoma education are separated into two major categories: Instructional Technology and Technology Education. Instructional technology service, support and leadership are provided by the Instructional Technology/Telecommunications Section of the Oklahoma State Department of Education. Technology education service, support and leadership are provided by the Oklahoma State Department of Vocational Technical Education. The areas of technology education include vocational technical programs, career education programs (Grades 6-10), Tech Prep programs, and computer education (in some areas). To further clarify, the area of instructional technology can be broken down:

Instructional Technology

Educational Computing

- Instructional Tools
- Computer Assisted Instruction
- Integrated Learning Systems
- Teacher Administration Tools

Telecommunication

- Telecomputing
- Distance Learning

Computer Education

- Computer Science
- Computer Applications
- Computer Literacy

For information regarding Instructional Technology: See 70 O.S. § 11-103.5. **For more information, contact:** John P. Curran, Instructional Technology/Telecommunications Section, (405) 521-3994 or Lynn Hawkins, Technology Education, Oklahoma State Department of Vocational Technical Education, (405) 743-5478.

Instructional Television

Library Media/ITV Section

The Oklahoma State Legislature appropriated the first funds for Instructional Television (ITV) in 1977. Funds for the purchase or creation of programming are appropriated through the State Department of Education's operating budget. The Library Media/ITV Section works closely with officials of the Oklahoma Educational Television Authority (OETA) to schedule the broadcast of carefully selected programs for public, private and home-school use.

Currently, ITV programming is offered during the morning hours Monday through Friday during the school year. Schools may view the programs as they are broadcast or make videotapes for later use.

Schools must comply with certain restrictions, as most of the programs are copyrighted. The Oklahoma State Department of Education secures permission for all Oklahoma schools to videotape televised series each year. Schools may keep the videos until notified otherwise. If a series is dropped from the previous year's schedule, those programs must be erased.

There are notations in the programming schedule which designate the copyright periods:

Unlimited: Programs with this notation may be taped and used during the school year. This allows schools to develop a video library.

1 Year: These programs may be taped and used during the school year, including the summer.

Programming for instructional television is carefully selected based on the curricular needs of Oklahoma students. A Screening Session takes place each year to evaluate current series for their continuation in the schedule and the consideration of new programs. The Screening Committee is composed of teachers, library media specialists and administrators who volunteer to view and evaluate series.

An ITV Survey is conducted by the Library Media/ITV Section each spring. The survey is mailed to each school site and provides an opportunity for schools to order the number of ITV Schedules needed in that school for the coming year.

ITV Schedules are printed and mailed as requested in August of each year. Teacher's guides accompany most series and can be ordered at cost on a form included in the ITV Schedule.

Instructional television programming has been and will continue to be important in assisting schools in meeting curriculum mandates included in HB1017. The lower elementary foreign language series *Amigos* is highly used for K-3 foreign language awareness. Two other series, *The Magic Place* and *The Clyde Frog Show* are useful in providing developmentally appropriate early childhood programming.

For more information regarding Instructional Television, contact: Bettie Estes-Rickner, Library Media/TTV Section, (405) 521-2956.

Library Media Programs

Library Media/ITV Section
(O.S. 65 § 12.1-105 and 21 § 12.1739)

The implementation date for "Standard VII: The Media Program" of the *Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational Technical Level Schools*, as approved by the State Board of Education, is the 1994-95 school year but will affect only high school library media programs. Elementary schools, middle schools, and junior high schools have until the 1998-99 school year to meet accreditation requirements. "Standard VII: The Media Program" requires all schools to provide an effective library media program through the employment of qualified staff and the acquisition of library media materials sufficient to meet the instructional needs of the staff and students.

Staff

In schools where there currently is no certified library media specialist, administrators should examine current records of certified staff to ascertain if such an individual is on staff or if an individual might be close to meeting certification requirements. If that individual is willing to serve as the library media specialist while working on certification, an emergency certificate is possible for qualifying individuals. Contact the Professional Standards Section or the Library Media/ITV Section of the State Department of Education to obtain requirements for all types of library media specialist certificates.

Library Media Center Collection

The media program shall consist of a balanced collection of print materials, nonprint materials, multimedia resources, and equipment and supplies adequate in quality and quantity to meet the needs of students and staff. The minimum print collection shall be current and appropriate for instructional needs and consist of 3,000 volumes, exclusive of textbooks, or ten volumes per student whichever figure is larger. A written policy, approved by the local board of education, concerning the criteria to be used in the evaluation, selection and discarding of materials for the media program shall be implemented.

Expenditures

The new accreditation requirements for library expenditures in 1994-95 include an increase in the minimum annual expenditure from \$8 to \$9 per student for library resources excluding textbooks, equipment, and salaries. Schools with an enrollment of 500-999 are required to spend \$4,500 plus \$5 per student above 500; 1000 to 1999 students--\$7,000 plus \$4 per student over 1000; 2000 plus students--\$11,000 plus \$3 per student over 2000.

Library Theft
(21 O.S. §12.1739)

Removal or attempts to remove any library materials; mutilating, destroying or otherwise damaging any library materials; or failure to return any library materials which have been lent to said person by the library facility shall constitute library theft. A person convicted of library theft shall be guilty of a misdemeanor and shall be subject to a fine and restitution. Copies of the provisions under Section 887 Library Theft - Definition - Punishment shall be posted on the premises of each library facility.

Disclosure of Certain Records by Public Libraries
(65 O.S. §12.1-105)

Any library, including school libraries, shall not disclose any records indicating which of its documents or other materials have been loaned to or used by an identifiable individual or group with few exceptions.

For more information regarding Library Media Programs: See 21 O.S. § 12.1739 and 65 O.S. § 12.1-10, Standards 27.06, 27.08, 27.10, 37.08 37.10, 47.06, 47.08, 47.10, 27.12, 37.12, and 47.12 in the *Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools*. **For more information, contact:** Bettie Estes-Rickner, Library Media/ITV Section, (405) 521-2956.

Reading Certificate Program

Reading/Literacy Section

September 1, 1993 - Districts may begin to order Reading Certificates
February 1, 1994 - Deadline for Districts to order Reading Certificates
March 15, 1994 - SDE will begin to mail Reading Certificates

New Reading Certificate Guidelines to be Implemented in 1993-1994

On September 1, 1993, elementary and middle school principals will be notified of the new guidelines for receiving Reading Certificates. The guidelines specify that Reading Certificates will be provided by the State Department of Education to all students in grades one through six who have read twenty-five books during the 1993-1994 school year. **The deadline for ordering Reading Certificates in February 1, 1994.** Reading Certificates will be mailed to school districts starting on March 15, 1994.

Procedures for Ordering Reading Certificates

Principals or other school personnel may start ordering reading certificates on September 1, 1993. Certificates may be ordered by writing a brief request for the total number of reading certificates needed for the year on school letterhead stationery. Send requests to:

Paula Bailey
Reading/Literacy Section
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

For more information contact: Paula Bailey, Reading/Literacy Section, (405) 521-2537.

Core Curriculum

School Improvement Section

(70 O.S. § 11-103.5, § 11-103.6, § 11-103.6A)

The core curriculum shall be designed to prepare all students for employment and/or postsecondary education and shall be implemented in 1993-94.

The State Board of Education has identified the mandated core curriculum as:

Science

Mathematics

Social Studies

Language Arts - reading, writing, speaking, listening and literature

Languages - foreign, Native American, American Sign Language

The Arts - visual art and general music

Schools shall provide for the teaching and/or integration of:

Technology Education/Hands-On Career Exploration-

integrated in the core curriculum (Grades 6-10) through the use of four technological systems: 1) communications, 2) construction, 3) manufacturing, 4) energy, power and transportation in cooperation with the Oklahoma Department of Vocational-Technical Education

and/or

Career Exploration courses and competencies that are appropriate to the teaching of a hands-on career exploration program.

Instructional Technology -

integrated in the core curriculum through the use of instructional tools such as spreadsheets, databases, word processing, multimedia, electronic information access, telecommunications, desktop publishing, math tools, scientific tools, computer-assisted instruction (CAI), and integrated learning systems (ILS)

and/or

taught in separate curriculum areas such as computer science, computer literacy or computer applications.

Health/Safety and Physical Education -

includes the development, delivery, and evaluation of a planned, sequential instructional program and other activities for students kindergarten through grade twelve designed to positively support health, safety and physical education knowledge and skills.

Information Skills -

shall be integrated into the curriculum to facilitate the development of proficiency in locating, selecting, organizing and communicating information.

For information regarding core curriculum: See 70 O.S. § 11-103.5, § 11-103.6, § 11-103.6A. **For more information, contact:** Clairita Goodwin, School Improvement Section, (405) 521-4514.

Oklahoma AG (Agriculture) in the Classroom

School Improvement Section

(Senate Bill 722, Section 30)

One free set of *AG in the Classroom* materials along with a resource barn of hands-on educational materials are provided for every elementary school in Oklahoma. *Oklahoma AquaTimes* project teachers guide and student newspaper are available at no cost to classroom teachers through OSU Extension Center offices. Videotapes are also available for loan or purchase through county offices.

Responsibility for Development of Outreach Programs

The National Council for Agriculture Education in cooperation with the University of Wisconsin-Madison and the University of California, have developed the AgriScience Institute and Outreach program funded through a grant from the W.K. Kellogg Foundation. The primary purpose of the program is to integrate the teaching of agriculture with the teaching of science. The program is using the involvement and collaboration of twenty science and agriculture teacher teams throughout the nation. One of these teams is from Oklahoma State Cooperative Extension Service, University Division of Agricultural Sciences and Natural Resources (405) 744-5390.

Material Development

Materials are developed each summer at the AgriScience Institute, held in Madison Wisconsin. The teams develop "hands-on" instructional materials for introduction of elementary students to agriculture science and water quality issues. The activities developed utilized Fast Plant and Bottle Biology laboratory activities. Teacher teams must conduct a minimum of six Outreach Workshops in their region of the United States.

Workshops Provided

The cost of the workshops are paid by the grant. If any school district would like to host a Outreach Workshop for their area they would be required to secure facilities and recruit local teachers to attend the workshops. In order to enhance cooperation and sharing between teachers at the local level, science and agriculture teams from the same district are encourage to attend together.

For more information regarding *AG in the Classroom*, *Oklahoma Aqua Times* or Outreach Workshops contact: Charles Cox, State 4-H Program Specialist, OSU Cooperative Extension Service, (405) 744-5390 or Mary T. Stewart, SDE Science Coordinator, (405) 521-3361.

Outcomes-based Education

School Improvement Section

(O.S. 70 § 11-103.5, § 6-158, and § 1210.508)

While state law does not mandate any of the various "outcomes-based education" models, House Bill 1017 clearly calls for an results-driven approach.

•House Bill 1017 required the Oklahoma Curriculum Committee to "identify desired levels of competencies for students in the public schools and suggest how those competencies might be centered upon various skills and knowledge rather than constrained by traditional course unit structures. ..."

•In addition, House Bill 1017 required accreditation standards adopted by the State Board of Education must be "consistent with an outcome oriented approach to accreditation."

•Senate Bill 963 required staff development training for all teachers to include outreach to parents, multicultural education and outcomes-based education.

The mandate for development of criterion-referenced testing also communicates the desire that students be tested on the results of their learning rather than simply compared with other learners nationally.

•Senate Bill 958 required that tests be developed to measure the state curriculum in mathematics, science, reading and writing of English, history and government of the United States, geography and culture and the arts.

The Oklahoma State Board of Education adopted a definition of what it believes best meets the needs of an outcomes-approach to education while allowing local districts flexibility to design their own models.

"Outcomes-based education is organizing for results which includes students, parents and school personnel in planning, implementing, and evaluating individual student learning. This process includes:

- clearly stated student outcomes (Priority Academic Student Skills, P.A.S.S.);
- diverse instructional strategies and resources to meet individual student needs;
- demonstrated student performance
- a belief that all students can learn."

For more information regarding outcomes-based education: See O.S. 70 § 11-103.5, § 6-158 and § 1210.508. For more information, contact: Clairita Goodwin, School Improvement, Section, (405) 521-4514.

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Priority Academic Student Skills (P.A.S.S.)

School Improvement Section
(70 O. S. § 11-103.5, § 103.6, § 103.6a)

House Bill 1017 gives the State Board of Education the full responsibility for reviewing and revising the state curriculum. It further mandates that the curriculum be reviewed and revised every three years. This review process will continue throughout the decade, per instructions from House Bill 1017.

Background Information

House Bill 1017 reforms called for the creation of the Oklahoma Curriculum Committee, made up of representatives from higher education, common education and vocational technical schools as well as community leaders and parents. Its mission was to make recommendations concerning "desired levels of competencies and curricular standards" to the State Board by November 1990. The committee made its recommendations to the State Board after reviewing the 1982 suggested outcomes and conducting public hearings. The State Board adopted the *Learner Outcomes: Oklahoma State Competencies* as the state curriculum in January 1991.

Review, Revision and Implementation

In preparing for the implementation of the state curriculum in 1993-94, the State Board of Education initiated the curriculum review and revision process in November 1992. By the summer of 1993, the first phase of review and revision was completed. More than 800 educators and patrons served on advisory committees for this process. Public input sessions were conducted during August 1993, and a State Board of Education hearing was held on September 23, 1993, to approve P.A.S.S. as permanent amendments. Governor Walters signed Emergency Certification of P.A.S.S. on October 19, 1993.

The *Priority Academic Student Skills (P.A.S.S.)* represents statements of skills and/or knowledge which statewide committees of educators, parents and community members determined--through a consensus approach--to be necessary to prepare all students for employment and/or postsecondary education. School districts are encouraged to add to the core curriculum at the local level.

The *Priority Academic Student Skills* is published in a three-hole punched format to facilitate continuous review and revision. The state curriculum, *P.A.S.S.*, is separated into four sections: (1) the six core curricular areas; (2) the integrated curricular areas; (3) Oklahoma Student Testing Program information; and (4) glossary. Approximately 44,000 copies of the *Priority Academic Student Skills* have been made available to Oklahoma public school teachers. The document is also available on diskette and can be ordered from the SDE Documents Office at (405) 521-2293.

For information regarding the state curriculum, *Priority Academic Student Skills*: See 70 O.S. § 11-103.5, §11-103.6 and § 11.103.6a. For more information, contact Clairita Goodwin, School Improvement Section, (405) 521-4514.

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Criterion-Referenced Tests

Student Assessment Section
(70 O.S. §1210.508)

Criterion-Referenced Test Development and Administration Schedule

<u>Subjects</u>	<u>Field-Test*</u>	<u>Implementation</u>
Math and Science	1993-94	1994-95
Reading and Writing	1994-95**	1995-96**
U.S. History & Government	1995-96	1996-97
Geography	1996-97	1997-98
Culture and the Arts	1997-98	1998-99
Grade Levels of Skills to be Tested:	5th, 8th, and 12th	
Grade Levels at which Field-Tested:	5th, 8th, and 11th	
Grade Levels at which Implemented:	5th, 8th, and 11th	
Grade Levels Designated for Retakes:	6th & 7th; 9th & 10th; and 12th	

Kind of Tests to be Developed: Criterion-referenced--tests that are designed to provide information on specified areas of knowledge, skills, and content. Most often, such test specifications are made by the *test user* [as opposed to the *test publisher*]. Scores on criterion-referenced tests have meaning in terms of *what the student knows or can do*, and are not interpreted in relation to scores earned by an external reference group, such as a national norm group.

Kinds of Test Items: Multiple-Choice in Math; Science; Reading; U.S. History & Government; Geography; and Culture and the Arts. Writing skills are measured by *direct writing assessment* (i.e., students respond in writing in one of four designated writing modes: narrative, descriptive, expository, or persuasive).

Test Administration Frequency and Time of Year: Annually in the Spring semester.

Purpose: To measure state mandated curriculum in the subjects and/or skill areas listed above.

Ramifications of Failing: Students will retake tests failed in the grades designated above. Pass/fail criteria (or *cut-scores*) will be established by determining--from field-test* data on each test administered--reasonable performance expectation levels for students.

* and **Definitions of *criterion-referenced tests* and *field-tests* are found on next page.

Remediation Mandate: All students failing the criterion-referenced grade level tests shall receive remediation and shall retake the tests at the grade levels designated above.

Modifications: Test format and/or administration modifications will be made for students with special needs.

Reporting Mandate: Results will be reported in the Oklahoma Educational Indicators Report in terms of the following: the number of students passing and failing on initial test administrations and number passing on retakes.

*Field-tests are conducted to determine how students at the grade levels targeted for test implementation perform on the test items. Most often, field-testing of test items is conducted with students enrolled in schools which have been selected by stratified random sampling to represent a cross-section of the state's student population. Data resulting from *item tryout field-tests* are used to determine the difficulty and discriminating power of each item, and to assist in detecting test item bias in regard to performance of different groups of students. Decisions regarding deletion, retention, and/or revision and retesting of individual test items--as well as pass/fail criteria (or *cut-scores*) are generally based on field-test data.

**Governor Walters' Executive Order 92-8 (signed July 29, 1992) designated four of the mandated criterion-referenced tests as *Literacy Passport Tests*. These include *tests in 8th grade math, science, reading, and writing*. See the *Literacy Passport Tests* page in this handbook for a full explanation of administration procedures, resulting changes in legislated test schedule at 8th grade, and ramifications of failing these tests.

For information regarding any component of the Oklahoma School Testing Program: See 70 O.S. § 1210.508 and Subchapter 13, § 210:10-13-1 of the State Board of Education Regulations. For more information, contact: Zoe E. Leimgruebler, Student Assessment Section, (405) 521-3341.

Identification of High-Challenge and Low-Performing Schools

Student Assessment Section
(70 O.S. § 1210.541)

Identification is based on the following:

<u>Level:</u>	School site
<u>Criteria:</u>	Student average scores in the following categories: • In the <i>lowest quartile of Oklahoma students</i> (i.e., at the 25th State Percentile Rank and lower) • <i>Below the national average score</i> (i.e., at the 49th National Percentile Rank and lower)
<u>Source of Test Scores:</u>	<i>Any test of the Oklahoma School Testing Program (OSTP)</i>
<u>Specific Test Scores Utilized:</u>	State and National Percentile Ranks based on mean scores are used in application of the criteria for all schools. For sites in which 15 or fewer are tested, Percentile Ranks based on the median score may also be used.
<u>Frequency:</u>	Annually (July State Board of Education release)
<u>Categories:</u>	Two categories of school identification include: • Low-Performing -- sites with grade level average scores that fit the legislated criteria for no more than <u>one</u> or <u>two</u> years • High-Challenge (formerly named <i>At-Risk</i>) -- sites with grade level scores (in any grade tested) that fit the legislated criteria for <u>three</u> or <u>more</u> consecutive years

Other factors related to High-Challenge and/or Low-Performing Schools include the following:

- Beginning in the 1993-94 school year, *indicators* reported through the Oklahoma Educational Indicators Program may be used in the identification process.

- Personnel in identified schools *shall cooperate with the State Department of Education to develop a program of action to address such low achievement and shall implement such program by the beginning of the fall semester of the school year following the school year for which such low achievement is reported.*
- Means of intervention to assist identified schools which may be exercised by the State Board of Education may include—but are not limited to—the following: *provision of guidance and assistance to the school and school district; special funding; reassignment of district personnel; transfer of students; operation of the school by personnel employed by the State Department of Education; and mandatory annexation of all or part of the local school district.*

For information regarding high-challenge and/or low-performing schools, contact: Zoe E. Leimgruebler, Student Assessment Section (identification procedure and inservice for schools), (405) 521-3341, or Phil Sellars, Accreditation and Standards, (services involving other State Board of Education interventions for High-Challenge schools of three or more years), (405) 521-3333.

Literacy Passport Tests

Student Assessment Section
(Executive Order 92-8, Signed July 29, 1992)

<u>Subjects:</u>	Mathematics, Science, Reading, and Writing
<u>Type of Tests:</u>	Criterion-Referenced (to measure <i>competencies expected of Oklahoma students</i>)
<u>Grade Level at which Implemented:</u>	8th Grade
<u>Relevant Dates:</u>	Field-Test--1993-94; Implementation--1994-95
<u>Ramifications:</u>	Those passing all four tests are awarded a Literacy Passport by local Board of Education beginning in 1995. Tests failed are retaken at the grade levels indicated.
<u>Grade Levels Designated for Test Retakes:</u>	9th, 10th, 11th, and 12th

Relationship to

Criterion-Referenced

Test Program Mandated by SB 958: Literacy Passport tests will be the same as those developed to meet the SB 958 mandate of 1992.

Kinds of Test Items:

Multiple-Choice in Math, Science, and Reading. Writing will be a *direct writing assessment*, with application in a variety of writing modes.

Frequency and Time of Year:

Annually in the Spring semester.

Ramification of Failing:

Promotion/retention in Grades 9-12 is not dependent on passing tests. Students must pass all four Literacy Passport tests by the end of Grade 12 to receive a high school diploma.

Followup with Students:

Remediation in the subject/test areas failed shall be provided for students.

Modifications:

Test format accommodations will be made for handicapping conditions.

For information regarding any component of the Oklahoma School Testing Program: See Executive Order 92-8 and Subchapter 13, § 210:10-13-1 of the State Board of Education Regulations. For more information, contact: Zoe E. Leimgruebler, Student Assessment Section, (405) 521-3341.

Norm-Referenced Tests

Student Assessment Section
(70 O.S. § 1210.505)

Achievement Tests:

Grade Levels to be Tested: 3rd, 5th, 7th, 9th, and 11th through 1994; beginning in 1995, norm-referenced achievement tests will be administered at 3rd and 7th grades only.

Writing Assessment:

Grade Levels to be Tested: 7th and 10th through 1994; norm-referenced writing assessment will be deleted beginning in 1995. Criterion-referenced writing assessment will begin at 8th grade in 1995; 5th and 11th grades will be added in 1996.

Subjects to be Tested:

Reading, mathematics, language arts, writing skills, communications, science, and the principles of citizenship in the U.S. and other countries.

Kinds of Test Items:

Multiple-choice in all subjects except writing. Writing is a *direct writing assessment*, with application in a variety of modes which are appropriate for the grades tested.

Frequency and Time of Year:

Annually in the Spring semester.

Purpose:

- To measure specific skills within the state mandated curriculum.
- To focus on student progress and to diagnose students' strengths and weaknesses.
- Results shall be used to prescribe skill reinforcement and/or remediation.
- School district personnel shall develop and implement an improvement program based on test results.

Modifications:

Modifications will be made for handicapping conditions (i.e., large-print tests, Braille, etc.)

Inservice Mandate:

Inservice shall be provided for those who administer the tests.

Reporting Mandate:

Results are reported to the following:

- School Districts, Teachers, and Parents
- State Board of Education
- Governor, Speaker of the House of Representatives, and the President Pro Tempore of the Senate.

For information regarding any component of the Oklahoma School Testing Program: See 70 O.S. § 1210.505 and Subchapter 13, § 210:10-13-1 of the State Board of Education Regulations. **For more information, contact:** Zoe E. Leimgruebler, Student Assessment Section, (405) 521-3341 or 521-3577.

Textbook Adoption Process

Instructional Materials Section
70 O.S. § 16-101 through § 16-124

Local District Textbook Adoption/Selection Timeline

September - Name of local textbook coordinator due in Instructional Materials Office by September 1. Local textbook committees are formed to evaluate materials and make selections for district in accordance with 70 O.S. § 16-111.

November - A list of Official Selections of the State Textbook Committee sent to each school district. Local textbook coordinators make written requests for examination copies of textbooks directly to publishing representatives.

70 O.S. § 16-111.B states:

"Upon the written request of any duly appointed local textbook coordinator, the publisher of a textbook selected by the State Textbook Committee shall furnish at least one examination copy of the textbook and the teacher edition of the textbook, if one is published, and a copy of software for purposes of complete demonstration and review, if available, to the school district so that the local textbook committee may examine any or all new adoptions in the subjects taught or to be taught in schools in the district."

January-March - During the "textbook caravan", teachers and administrators attend one of 26 workshops around the state for publisher presentations of adopted materials. Local textbook coordinators also attend a session with an Instructional Materials staff member to review the textbook law, local district responsibilities, sampling, estimate of textbook needs, deadlines, etc.

Local textbook committees make final selections for district adoption.

April - Estimate of textbook needs due in Instructional Materials Office by April 1. Samples are returned to depository freight collect at publishers' expense by calling Turnpike Transit, 1-800-545-9092.

June - The Annual Textbook Requisition sent to each school district which identifies the funds allocated to each district. Requisitions are to be completed and returned to: Instructional Materials Section, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105-4599. Immediate return of the Requisition is necessary to ensure the delivery of textbooks by the start of school. The total on the Requisition must not be greater than the total amount of the allocation. Additional materials needed may be ordered on open account from Thompson School Book Depository using a separate order form.

According to 70 O.S. §16-102.D, five or more district boards of education may petition the State Board of Education to add a book or series of textbooks to the approved list selected by the State Textbook Committee. Rules for this process and petition forms are available upon request from the Instructional Materials Section, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105-4599.

For information regarding textbook adoption: See 70 O.S. § 16-101 through § 16-124 and the State Textbook Committee's administrative rules. **For more information, contact:** Mary Boren, Instructional Materials Section, (405) 521-3456.

Technology Education

Oklahoma Department of Vocational Technical Education
(70 O.S. § 11-103.5 and § 1210.555)

House Bill 1017 mandates that the courses and competencies be identified that are "appropriate to the teaching of a hands-on career exploration program in cooperation with vocational-technical education schools for students in grades six through ten".

Being controlled or intimidated by technology is unacceptable for our society as we face the 21st Century. Because the American culture is distinctly characterized as technological, it becomes the function of our schools to give every student an insight and understanding of the technological nature of the culture.

Technology Education in Oklahoma is an instructional program that provides young men and women (grades 6-10) with daily, hands-on experiences which enable them to focus on becoming technologically literate, explore career opportunities, and identify the educational avenues to pursue their interests.

Technology Education acquaints students with the impacts which technology has made on our society and culture, the economy, political decision making, the environment, ergonomics, and global/international perspectives. The curriculum activities capitalize on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and thinking critically through the use of tools and materials related to technology.

Technology Systems

The following technology systems make up the curriculum direction for the Technology Education program.

- Communications
- Construction
- Manufacturing
- Energy, power and transportation

Each program will integrate the Technology Education I, II, and/or III program at the most appropriate grade levels to best serve the needs at that local student body, school, and community.

Significant Points Concerning Technology Education

- Teacher and administrator must both be committed and supportive for the Technology Education program to work.
- Individualized instruction reduces discipline problems, allows for independent growth and development, and enables students to work at their own pace, whether accelerated or needing special attention.
- Students work with a different class member every eight days, thus developing interpersonal skills.
- Technology Education is an interdisciplinary education. It is the new basic with competency-based materials from NASA, MAVCC, and CIMC.

For information regarding Technology Education: See 70 O.S. § 11-103.5 and 70 O.S. § 1210.555. **For more information, contact:** Lynn Hawkins, Technology Education, Oklahoma Department of Vocational Technical Education, (405) 743-5478.

Title II, Part A: Eisenhower Math and Science Education Improvement

Title II Section
(P. L. 100-297)

Each year the SDE receives an Eisenhower grant award from the United States Department of Education. These funds must be used by the Department and local school districts to improve math and science instruction in elementary and secondary public and private schools.

The primary focus of the Eisenhower program is staff development. However, supplementary instructional materials and specialized equipment may be obtained through the Individual Teacher Grant and Technology Integration Project components of the program to improve the math and science curriculum.

First priority for the use of Eisenhower funds is the K-8 level. Each year participating districts must calculate a minimum amount that must be expended at this level.

Eisenhower funds must be used in one or more of the following five program areas:

A. INSTRUCTIONAL USE OF COMPUTERS, VIDEO, & OTHER TELECOMMUNICATIONS TECHNOLOGIES

Upon stipulation by the superintendent that all math and science training needs of all district staff have been met, equipment noted above may be purchased for use in math and science classes at school sites with an enrollment of 50% or greater from low-income families (Chapter 1 free lunch).

B. INSTRUCTIONAL STAFF TRAINING

Activities to promote professional growth and competence of instructional staff in math and science. (Includes training to improve curriculum, instructional skills or content knowledge.)

1. General inservice training to improve instruction, curriculum, or instructional competencies,
2. Retraining
3. Retraining of ethnic minority teachers as math or science teachers, and
4. Training in the integration of computers/related technologies into math/science instruction.

C. OTHER IMPROVEMENT OF INSTRUCTION: TEACHER GRANTS/CURRICULUM PROJECTS

1. Individual teachers grants to improve instructional ability,
2. Individual teacher grants to improve math and science instructional materials, and
3. Curriculum projects to integrate technology and higher order analytical/problem solving skills.

D. ACTIVITIES TO ADDRESS SHORTAGES OF MATH AND SCIENCE TEACHERS

1. Recruitment of ethnic minority math or science teachers, and
2. Preservice training of noncertified staff to become math or science teachers.

E. ACTIVITIES FOR UNDERREPRESENTED/UNDERSERVED GROUPS

Activities to improve the access to and participation in upper-level math and science programs by historically underrepresented and underserved student groups (females, migrant, ethnic minority, limited-English proficient, handicapped, and gifted and talented.)

Non competitive subgrants are made available to local public schools districts by the SDE through annual application process. District allocations are calculated on the basis of ADM and low income (free-lunch) enrollment. Private nonprofit schools are eligible to participate in the benefits of the Eisenhower program.

The annual district application process begins in February with the distribution of the Intent to Participate forms which must be completed by public school districts and private nonprofit schools desiring to participate. Forms must be returned by February 28. Private school ADM is used to calculate district allocations. District application forms and Estimated Allocation Notifications are distributed in late March. Completed applications are due the last business day of May. With a substantially approvable application on file at the SDE by July 1, participating districts may begin obligating funds for eligible Eisenhower purposes for the current fiscal year as of this date. Funds unobligated as of June 30 may be carried over for one fiscal year.

Upon receipt of the districts final expenditure report, a Revised District Allocation will be calculated which will include:

1. the districts final current year allocation,
2. any district carry over from the previous year, and
3. redistributed SDE funds from the previous year.

A revised summary budget and application materials must be submitted for authorization to obligate the revised amount.

Annual monitoring of a percentage of participating districts is accomplished via the phone in the fall and spring.

End of year program effectiveness evaluation reports are due September 30.

For information regarding Title II: See P.L. 100-297. For more information regarding application completion and eligible uses of funds, contact: Keith Haley, Title II Section, (405) 521-3466. For information on summer training programs for math and science teachers, contact: Stacy Weinand (math) or Nancy Brock (science), (405) 521-3361.

Languages Requirement (Foreign, Native American* and/or American Sign Language)

School Improvement Section
(70 O.S. § 11-193.6)

To meet the intent of the languages mandate of House Bill 1017, all districts must implement a program of study of at least one language other than English in the curriculum. Language(s) selection is determined by each district.

1993-94 Implementation Recommendations		
Grade(s)	Language(s)	Language Certification for Teachers*
K-3	Awareness of Language(s)	Not required
4-5-6	¹ Begin language(s) instruction for a sequential experience in grades four, five and six.	² Not required Proficiency preferred
7-8 Elementary Sites (K-8)	⁴ Grades seven and eight language(s) instruction is required as a part of the curriculum.	³ Not required Endorsement preferred
6-7-8 Middle School	⁴ Language(s) instruction is required as a part of the curriculum.	Language endorsement or ⁵ Credential required
7-8-9 Junior High	Grades seven and eight language(s) instruction is required as a part of the curriculum.	Language endorsement or ⁵ Credential required
9-12	Two years of a specific language must be offered	⁵ Credential required

*Native American Language Credentialing pending

MINIMUM DISTRICT REQUIREMENTS 1993-94

- Conduct language(s)/cultural awareness in Grades K-3
- Implement sequential language(s) program in Grade 4
- Offer two years of language(s) in Grades 9-12

¹ Each school district may choose to implement fully or to phase in a sequential language(s) program in Grades 4-6. In order to phase in a language(s) program, each school will implement language(s) instruction for sequential experience in the 1993-94 school year in the fourth grade. In 1994-95, the school will add the fifth grade for language(s) instruction for sequential experience. In 1995-96, the school will add the sixth grade for language(s) instruction for sequential experience.

² Proficiency preferred--the ability to use the language to communicate with the student as well as to evaluate the student's performance as described in the proficiency guidelines of the Priority Academic Student Skills.

³ The Oklahoma State Department of Education strongly recommends that certification/credential be sought for Grades 7-8 language teachers in elementary K-8 accredited schools.

⁴ Each school district may choose to implement fully or to phase in a sequential language(s) program in Grades 4-8. At the middle school/junior high school levels, a district may choose to implement fully a sequential language(s) program or to conduct an exploratory program. The exploratory program may be integrated into a core curricular area. The program of language(s) study for Grades 4-8, when fully implemented, will be designed to be a sequential program.

⁵ Certification includes standard, provisional, endorsement or adjunct. The alternative placement programs and the use of telecommunications are options.

For information regarding language requirements: See 70 O.S. § 11-103.6. For more information, contact: Angella Seesaran, School Improvement Section, (405) 521-3361.

Blue Ribbon Schools

School Improvement Section
(P.L. 100-297)

The purpose of the Blue Ribbon Schools Program is to identify and give public recognition to outstanding public and private schools across the United States.

Elementary and secondary schools are eligible to participate in alternate years. Middle schools choose to participate in either the elementary or secondary program.

General Timeline

May:	Schools notified that applications are available.
November:	Completed applications due at State Department of Education.
November:	State Review Committee makes recommendations.
March/April:	U.S. Department of Education conducts site visits.
May:	U.S. Department of Education names Blue Ribbon Schools.

Overview

Blue Ribbon Schools are identified on the basis of their effectiveness in meeting local, State, and the National Education Goals and other standards of quality. Schools must be successful in furthering the intellectual, social, physical, and moral growth of all its students. The Program also welcomes schools that have overcome serious obstacles or problems and are making significant improvements.

Schools must provide information on the following Conditions of Effective Schooling:

- Leadership
- Teaching Environment
- Curriculum and Instruction
- Student Environment
- Parental and Community Support
- Indicators of Success
- Organizational Vitality

There are no fixed standards to be met in the areas listed above. The quality of each school will be judged in the context of how successfully it is meeting its own goals and how well its programs are tailored to local needs. A school must show significant progress in meeting State and the National Education Goals and must have attained a standard of overall excellence that is worthy of respect and emulation by schools elsewhere of similar size and characteristics.

For information regarding Blue Ribbon School requirements: See P.L. 100-297. For more information or to obtain an application, contact: Martha Michael, School Improvement Section, (405) 521-4513.

Educational Directory

Communications

The State Department of Education's *Educational Directory* is published each school year and lists for each public school in Oklahoma the: district name, address, phone number, FAX number and SpecialNet address; superintendent's name; board president's name and address; site names, site codes, principals' names and phone numbers; grade spans and numbers of certified staff.

In addition, the *Directory* contains telephone listings for State Department of Education sections and staff members, a listing of accredited private and parochial schools, vo-tech schools, institutions of higher education and an index of educational services.

• In June each year, school superintendents receive a draft of their *Directory* information with a request for updates or changes. Changes should be submitted as soon as possible and before July 15. The information will be compiled in the *Directory* for a planned distribution date of September 15.

• School districts may update their information on the mailing lists or for the *Educational Directory* at any time by calling the Communications Section, (405) 521-3331, or the Data/Research Services Section, 521-3354; or by writing Communications at 2500 N. Lincoln Blvd., Oklahoma City, OK 73105-4599. It is helpful to have changes called or mailed in as soon as they are official.

Each district receives one complimentary copy of the *Directory* for each accredited site plus one per superintendent. Additional copies may be purchased from the SDE Documents Office for the cost of printing. Districts will be notified of the costs when they receive their complimentary copies.

• Purchase orders for additional copies of the *Educational Directory* may be sent to: SDE Documents, 2500 N. Lincoln, Oklahoma City, OK 73105-4599.

For more information regarding the *Educational Directory*, contact: Wendy Pratt, Communications Section, (405) 521-3331.

State Department of Education Documents

Communications

Documents produced by the State Department of Education are available to districts and patrons at cost, plus postage.

Postage costs will be waived for walk-ins to the documents area, located in the basement of the Oliver Hodge Education Building.

To place an order, send check, money order or purchase order number to: SDE Documents, 2500 N. Lincoln Blvd. For a quote on postage, feel free to contact Debbie Eastland in the Documents office at (405) 521-2293.

The following is a listing of some of the documents available from the documents area:

<u>Document</u>	<u>Walk-in price</u>	<u>w/postage</u>
School Laws of Oklahoma	\$8.90	\$10.05
Educational Directory	\$1.00	\$1.65
Introducing Young Children to Spanish	\$5.40	\$6.30
Survival Skills for the Real World	\$2.70	\$3.60
Top Chem-The Oklahoma Project	\$2.75	\$3.65
Guidelines for Excellence- Library Media Programs	\$2.65	\$3.30
Procedures Manual for School Library Media	\$2.15	\$3.05
Stacks of Ideas (grades 7-12)	\$2.35	\$3.25
Book of Ideas in Business Education	\$1.45	\$2.35
NOTE: Postage may vary.		

For information regarding State Department of Education Documents, contact: Debbie Eastland, Documents, (405) 521-2293.

Impasse - Fact-Finding Procedures

Legal Services

(70 O.S. § 509.2 through § 509.10)

1. A procedure for resolving impasse will be developed by the local board of education and the bargaining unit (This procedure must include those outlined in law and may include others if agreed to by both parties.)

2. Impasse is reached if:

- a) negotiations are not successfully concluded by the first day of school.
- b) at any earlier time during negotiations, either party should declare impasse.

3. The Declaration of Impasse shall be in the form of a letter sent by certified mail to the State Superintendent, signed by the local district Superintendent and a representative from each bargaining organization. Mailing addresses for both parties shall be included.

4. Time lines which may be extended by mutual agreement are as follows:

- Declaration of Impasse received by State Superintendent.

within 10 days

- State Superintendent forwards five randomly selected names from State Superintendent fact-finder list to each party.

within 5 days

- Parties selected chairperson from the five names.

within 5 days

- Parties exchange and forward to chairperson written language on each item at impasse.

- Chairperson convenes fact-finding committee.

within 20 days from selection
of chairperson

- Committee presents written recommendations to parties.
- Local board must forward copy of fact-finding report to State Superintendent.

within 7 days

- If agreement is not reached, meeting is requested by party rejecting recommendation, to exchange written rejection rationale.

within 7 days

- Meeting held by parties and written rejection rationale exchanged.

- Parties may continue to negotiate in good faith after exchange of written documents.

within 14 day

- Either party may discontinue such efforts.

If the parties resolve the impasse issues, a written ratified agreement must be forwarded to the State Superintendent.

If the parties' efforts to resolve impasse issues are unsuccessful, the local board shall forward to the State Superintendent its final disposition of the impasse in writing within 30 days of the effective date of implementation.

For more information regarding Impasse-Fact-Finding Procedures: See 70 O.S. § 509.2 through § 509.10. **For more information, contact:** Kay Harley, Legal Services, (405) 521-4890.

Cohort Enrollment Projection Report

Office of Accountability

This table contains actual statewide student enrollment from 1983 through 1993.

<u>School Year</u>	<u>Enrollment*</u>	<u>School Year</u>	<u>Enrollment*</u>
1983	574,863	1988	563,408
1984	572,004	1989	559,636
1985	569,590	1990	570,047
1986	570,852	1991	574,241
1987	567,249	1992	588,432
		1993	588,396

* K-12 ADM without self-contained non-graded students

The Oklahoma State Department of Education has used the Cohort Survival Method since 1982 to project school enrollments. These annual projections are completed at three levels--district, county and state. To make these projections, the Cohort formula requires input from two databases: annual births by county and historic yearly enrollments by grade level.

As with other methodologies for predicting future populations, the Cohort Method relies on trends of the past. If historical trends continue, the Cohort Method proves very accurate. However, if a dynamic condition exists, projection accuracy suffers. The accuracy of the projection decreases considerably as: the size of the sample population is reduced; projections are made further into the future; a trend reverses itself; or trends accelerate or slow down. There will always be a few districts with projections that suffer from one or two of these limiting factors.

Additionally, as the Cohort formula projects further into the future, more of the projected enrollments are based on recorded births from five years ago rather than on the previous year's enrollment. Normally, this would be an accepted inaccuracy of the system; however, with the downturn in the oil industry in Oklahoma, large numbers of families moved away, leaving behind the birth records of the children born to such families. In turn, the Cohort formula generates projected enrollments based on these residual birth records assuming that the children born during the oil boom still reside in the state and are getting ready to attend school. Many of the projection inaccuracies are attributable to these circumstances. Bare in mind that the shorter range enrollment projections are based primarily on enrollments of children currently attending school and have greater accuracy.

For more information regarding the Cohort Enrollment Projection Report, contact: Robert Buswell, Office of Accountability, (405) 521-2578.

Functions of Office of Accountability and Education Oversight Board

Office of Accountability
(70 O.S. § 3-116 and § 3-117)

The Education Oversight Board was created by the Oklahoma Education Reform and Funding Act of 1990 (House Bill 1017) to oversee the implementation of the provisions of the Act. The Oversight Board is comprised of five members--three who are appointed and two who serve as ex-officio members. The appointed members serve four-year terms. The composition of the board is listed as follows:

1. One non-legislative member appointed by the Governor
2. One non-legislative member appointed by the Speaker of the House
3. One non-legislative member appointed by the President Pro Tempore of the Senate.
4. Chairperson of the Education Committee of the Oklahoma House of Representatives*
5. Chairperson of the Education Committee of the Oklahoma Senate*

* Ex Officio Members

The Office of Accountability was also created in 1990, in accordance with the provisions of House Bill (HB) 1017, with the Secretary of Education designated as the Chief Executive Officer. The Office of Accountability is under the direction of the Education Oversight Board, and is funded by the State Board of Education.

Under the Secretary of Education's supervision, the Office of Accountability monitors the efforts of the school districts to comply with the provisions of HB 1017; identifies districts not making progress towards compliance; and recommends appropriate corrective action to the State Board of Education concerning each district so identified. The Office of Accountability also analyzes common education revenues and expenditures, giving close attention to administrative expenses; makes public comment on the overall effectiveness of the HB 1017 mandates; prepares various statistical reports; and has responsibility for the Oklahoma Educational Indicators Program (Section 21 of HB 1017).

Major Reports Prepared by the Office of Accountability:

Oklahoma Indicators Reports: Results 1993 issued in February 1994,
with separate reports for state, district, and site results.

District Historical Report 1990-93 issued in December 1993.

1992-93 Secondary School Curriculum Review issued in December 1993.

Annual Dropout Report prepared in October of each year.

Alternative Placement Program Report prepared in July of each year.

Cohort Projection Report prepared annually.

House Bill 1017 Progress Report prepared in February of each year.

For information regarding the Office of Accountability or Education Oversight Board:
See 70 O.S. § 3-116 and § 3-117. For more information, contact: Tom White, Office of
Accountability, (405) 521-2578.

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Oklahoma Educational Indicators Program

Office of Accountability
(70 O. S. § 1210.531)

Annual Indicators Reports are scheduled for completion by February 1 each year. The reports for 1992-93 entitled *Results 1993*, were issued February 1, 1994 in a separate binder each for results by site, district and total state. A *District Historical Report of Indicators* was issued in December 1993.

Senate Bill 183, passed in the 1989 legislative session, originally introduced the Oklahoma Educational Indicators Program. When House Bill (HB) 1017 was passed a year later, it embodied the provisions of Senate Bill 183 which provided that the State Board of Education establish an Oklahoma Educational Indicators Program. The purpose of the program is to develop a measurement system whereby the performance of public schools and school districts may be assessed and reported with no undue reliance upon any single type of indicator. The system must also make the public, including students and parents, aware of the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, the relative accomplishments of the public schools and the progress being achieved. Both teachers and administrators were involved in developing the Indicators Program, which was designed to use standardized definitions and measurements, in order to coordinate with national reports, including those of the National Assessment of Educational Progress.

Indicators mandated for local school sites and districts by HB 1017 are as follows:

- | | |
|-------------------------------------|---|
| • graduation rate | • financial results |
| • dropout rate | • first-grade readiness assessment |
| • pupil-teacher ratio | • employment of high school graduates |
| • test results by grade and subject | • performance of high school graduates in college and vo-tech |
| • socio-economic status | |

By February 1 of each year, a summary report is made to the people of Oklahoma of the information provided by the Indicators Program. All data gathered pursuant to the Indicators Program shall be made available for public inspection at the State Department of Education, with confidentiality of individual student records preserved in accordance with the law.

Starting with the 1989-90 school year, the Office of Accountability has issued annual indicators reports on a district and state basis in graphic form for those indicators listed above, plus measurements in several other categories. Effective with the 1990-91 school year, indicators reports have also been issued on a site-level basis each year, showing

results in a tabular format for numerous categories. In December 1993, historical indicators reports were prepared for each district, showing results in tabular form for the four-year period of 1990 through 1993.

Copies of the indicators reports are furnished to all public school superintendents, public libraries, legislators, and various other selected groups and individuals.

For information regarding the Oklahoma Educational Indicators Program: See 70 O.S. § 1210.531. For more information, contact: Tom White or Frank Raia, Office of Accountability, (405) 521-2578.

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Reporting of Student Dropouts

Office of Accountability
(70 O.S. § 35e)

Schools shall report student dropouts monthly to the Office of Accountability. The Office of Accountability shall prepare an annual report of dropouts each October.

According to Oklahoma statutes, a school dropout is "any student who is under the age of eighteen (18) and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term of the schools of the school district in which he or she resides are in session." In general terms, a dropout is anyone under eighteen who has not graduated from high school and is not currently working toward a high school diploma.

The statutes provide that all public and private middle, junior high, and high schools in Oklahoma accredited by the State Department of Education (SDE) shall report to the monthly the name, address, race, and age of any pupil who dropped out of school the preceding month. Forms prescribed by the Office of Accountability are furnished to each school district for this purpose.

The responsibility for processing dropouts was assigned to the Office of Accountability in 1991. Prior to that, all dropout summarization was done by the Oklahoma Vo-Tech Department. As authorized by the State Board of Education, in accordance with current statutes, dropout statistics are+ tabulated by grade for each district and made available to the State Vo-Tech Department, the Oklahoma Indian Affairs Commission, the Bureau of Indian Affairs, and the Department of Health, Education, and Welfare.

An annual report of dropouts is furnished to the Legislature prior to convening each regular legislative session. In addition, copies of the annual report, prepared in October, are furnished to those entities specified in the previous paragraph, as well as each Oklahoma school district, each public library in the state, and other interested individuals and organizations.

For information regarding dropout reporting: See 70 O.S. § 35e. **For more information, contact:** Tom White or Alice Loftin, Office of Accountability, (405) 521-2578.

Oklahoma Literacy Initiatives Commission

(70 O.S. § 8001 and § 8002)

On May 2, 1989, the Governor of Oklahoma signed Senate Bill 420, 70 O.S. § 8001 (sponsored by Miles-LaGrange and Dickerson of the Senate and Lewis and Adair of the House) creating the Literacy Initiatives Commission, citing the Oklahoma Sunset Law, providing for the appointment of 38 members and naming the Secretary of Education as chair; with members serving at the pleasure of an appointing authority.

The duties of the Commission shall be to encourage and assist coordinated efforts by the public agencies, by volunteers, and by the enterprises of the private sector for the improvement of the level of literacy in all parts of the state. The State Board of Education shall provide staff space, supplies, and publication of reports.

The Commission has developed appropriate recommendations to address each mandate specified by the law. These recommendations are as follows:

1. Establishment of a clearinghouse for the exchange of information and sharing of ideas regarding successful literacy programs and opportunities for funding.
2. Provision of assistance for the writing of applications for grants related to literacy.
3. Creation of a screening system for identification of persons most in need of assistance in becoming literate.
4. Establishment of literacy program referral services.
5. Development of one or more standard definitions of literacy as a basis for assessing the level of attainment of literacy in this state.
6. Establishment of coordinated data gathering processes, including systems for tracing the progress of those having identified needs and the subsequent accomplishments in employment and education of persons completing literacy programs.
7. Development of strategies for the recruitment and training of greater numbers of volunteers, including college students, and for the focusing of volunteer efforts where needs are greatest.

8. Development of community-based pilot projects in both public and private sectors in both urban and rural areas.
9. Development of programs for providing private sector employment incentives for unemployed and underemployed persons who complete appropriate literacy programs.

The Commission has made much progress in the last four years and continues to identify on-going tasks and responsibilities for the future.

For information regarding the Oklahoma Literacy Initiatives Commission: See 70 O.S. § 8001 and § 8002. **For more information, contact:** Alice Richardson, Oklahoma Literacy Initiatives Commission, (405) 521-2341.

State Board of Education

State Board of Education
(70 O.S. § 3-101)

Organization and Composition

The State Board of Education is the governing Board of the State Department of Education and the public school system of the state. The State Board of Education members also serve as members on the State Board of Vocational and Technical Education.

The Board consists of seven members. The State Superintendent of Public Instruction, who is elected for a four-year term by the people, serves as a voting member and Chairperson of the Board. The remaining six members are appointed by the Governor, one from each Congressional District. Such members are confirmed by the Senate and serve a 6-year staggered term. A new term takes effect on April 2 of each year.

1993 State Board of Education Members

Ms. Sandy Garrett, State Superintendent of Public Instruction, and Chairperson of the Board

Mrs. Margaret Erling, Principal of the Mayo Demonstration School of Science and Technology, Tulsa Public Schools, Tulsa, Congressional District No. 1 - term expires April 2, 1999

Mrs. Anne B. Fischer, Secretary-Treasurer and Owner of B. F. Blackledge & Fischer Orchards, Porter, Congressional District No. 2 - term expires April 2, 1995

Mr. Sherman Floyd, retired Principal, Poteau Public Schools, Poteau, Congressional District No. 3 - term expires April 2, 1998

Mr. Albert Johnson, Deputy Superintendent, Lawton Public Schools, Lawton, Congressional District 4 - term expires April 2, 1996

Mr. Ray H. Potts, Co-founder and President of PSEC, Inc., Oklahoma City, Congressional District 5 - term expires April 2, 1997

Mrs. Cynthia J. Shepherd, long-time Educator and Child Advocate, Enid, Congressional District No. 6 - term expires April 2, 1994

Administrative Staff

Mrs. Garrelaine A. Jurko, Chief Executive Secretary to the Board

Mrs. Brenda DeShazo, Administrative Assistant to the Board

For information, contact: Garrelaine A. Jurko or Brenda DeShazo, State Board Office, (405) 521-3308.

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- H = HB 1017 Progress**
- FE = Federal/Special Services**
- FI = Financial Services**
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- S = School Improvement**

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